Southern OREGON UNIVERSITY

OFFICE OF THE BOARD OF TRUSTEES

Public Meeting Notice

January 10, 2020

TO: Southern Oregon University Board of Trustees

FROM: Sabrina Prud'homme, University Board Secretary

RE: Notice of Regular Meeting of the Board of Trustees

The Southern Oregon University Board of Trustees will hold a regular meeting on the date and at the location set forth below.

Topics of the meeting will include reports from the university president, board committees, student leadership and faculty senate. Action items on the agenda include review and acceptance of the audited financial statements for the 2019 fiscal year; and the budget process for future fiscal years. Discussion items include a proposed board officer elections process; SOU's Strategic Plan report and update; a budget update including a review of the pro forma; college affordability and student debt; and a report on university advancement.

Other agenda items include updates on accreditation; the HECC capital process and SOU capital projects; revisions to the student success and completions model for state funding; government relations; and the tuition and fees process.

The meeting will occur as follows:

Friday, January 17, 2020
12:00 p.m. to 5:00 p.m. (or until business is concluded)
(Lunch to be provided for the board and selected staff members.)
Hannon Library, DeBoer Board Room, 3rd Floor, Room #303
Visit governance.sou.edu for meeting materials.
Visit sou.edu/video to stream the meeting proceedings at the time of the meeting.

The Hannon Library is located at 1290 Ashland Street, on the Ashland campus of Southern Oregon University. **To arrange special accommodations or to sign-up in advance for public comment, please contact Kathy Park at (541) 552-8055 at least 72 hours in advance.**

Southern OREGON UNIVERSITY

Board of Trustees
January 17, 2020

Call to Order / Roll / Declaration of a Quorum

Board of Trustees Meeting

Friday, January 17, 2020
12:00 – 5:00 p.m. (or until business concludes)
DeBoer Room, Hannon Library

AGENDA

Persons wishing to participate during the public comment period shall sign up at the meeting.
Please note: times are approximate and items may be taken out of order.

	1	**Call to Order/Roll/Declaration of a Quorum**	
	1.1	Welcome and opening remarks	Chair Lyn Hennion
	1.2	Roll and Declaration of a Quorum	Sabrina Prud'homme, SOU, Board Secretary
	1.3	Agenda Review	Chair Hennion
	2	**Public Comment**	
5 min.	**3**	**Consent Agenda**	
	3.1	Approval of October 18, 2019 Meeting Minutes	Chair Hennion
	4	**Reports**	
25 min.	4.1	President's Report	President Linda Schott
20 min.	4.2	Committee Reports	Chair Hennion; Trustee Clough; Trustee Santos
5 min.	4.3	Student Leadership Report	Britney Sharp, ASSOU, President
5 min.	4.4	Faculty Senate Report	Andrew Gay, SOU, Faculty Senate Chair
	5	**Action, Information and Discussion Items**	
35 min.	5.1	Review and Acceptance of Fiscal Year 2019 Audited Financial Statements (Action)	Jean Bushong, Clifton-LarsonAllen, Principal, Assurance Services
15 min.	5.2	Board Officer Election Process	Jason Catz, SOU, General Counsel
35 min.	5.3	Strategic Plan Report and Update	President Schott

Board of Trustees Meeting

Friday, January 17, 2020
12:00 – 5:00 p.m. (or until business concludes)
DeBoer Room, Hannon Library

AGENDA (Continued)

5 min.	5.4	Accreditation Update	Dr. Jody Waters, SOU, Associate Provost
15 min.	5.5	Budget Process for Future Fiscal Years (Action)	Trustee Clough; Greg Perkinson, SOU, Vice President, Finance and Administration
15 min	5.6	Budget Update and Review of Pro Forma	Greg Perkinson
10 min.	5.7	HECC Capital Process and SOU Capital Projects Update	Greg Perkinson
20 min.	5.8	Update on Revisions to the Student Success and Completions Model	Greg Perkinson; Jason Catz; Britney Sharp
10 min.	5.9	Government Relations Update	Jeanne Stallman, SOU, Associate Vice President, Government Relations and Outreach
10 min.	5.10	Tuition and Fees Process Update	Dr. Susan Walsh, SOU, Provost; Britney Sharp
30 min.	5.11	College Affordability and Student Debt	Dr. Neil Woolf, SOU, Vice President, Enrollment Management and Student Affairs
15 min.	5.12	University Advancement Report	Janet Fratella, SOU, Vice President, University Advancement
	5.13	Future Meetings	
	6	**Adjournment**	Chair Hennion

Public Comment

Consent Agenda

Board of Trustees Meeting
Friday, October 18, 2019

MINUTES

Call to Order/Roll/Declaration of a Quorum

Board Members:

Lyn Hennion	Absent	Deborah Rosenberg	Present
Les AuCoin	Absent	Daniel Santos	Absent
Jonathon Bullock	Present	Linda Schott (ex officio)	Present
Sheila Clough	Present	Barry Thalden	Present
Shaun Franks	Present	Bill Thorndike	Present
Megan Davis Lightman	Present	Steve Vincent	Present
Paul Nicholson	Present	janelle wilson	Present
Shanztyn Nihipali	Present		

In Chair Lyn Hennion's planned absence, Vice Chair Paul Nicholson called the meeting to order at 12:05 p.m. in the DeBoer Room of the Hannon Library. The Board Secretary recorded the roll and a quorum was verified.

Other attendees included: Dr. Neil Woolf, Vice President for Enrollment Management and Student Affairs; Greg Perkinson, Vice President for Finance and Administration; Dr. Susan Walsh, Provost; Dr. Jody Waters, Associate Provost; Jason Catz, General Counsel; Janet Fratella, Vice President for Development; Dr. Suresh Appavoo, Senior Executive for Equity and Diversity; Sabrina Prud'homme, Board Secretary; Ryan Schnobrich, Internal Auditor; Dr. Lee Ayers, Undergraduate Studies and HECC; Simone Stewart, SEIU; Denise Deneaux, President's Office; Josh Lovern, Budget Office; Tom Battaglia, Chief Information Officer; Dylann Loverro, ASSOU; Andrew Gay, Faculty Senate; Deborah Lovern, Provost's Office; Britney Sharp, ASSOU; Echo Fields, retired faculty; John Stevenson, Information Technology; and Kathy Park, Office of the Board Secretary.

This being the end of Trustee Shanztyn Nihipali's service as a trustee and his last meeting, Vice Chair Nicholson and President Linda Schott recognized Trustee Nihipali for his service, dedication, and leadership.

Public Comment

There was no public comment.

Consent Agenda

Trustee Deborah Rosenberg moved approval of the consent agenda, as presented. Trustee Barry Thalden seconded the motion and it passed unanimously.

Reports

President's Report

President Schott introduced two new staff members: Dr. Suresh Appavoo, Senior Executive for Equity and Diversity, and Denise Deneaux, Executive Assistant to the Office of the President. President Schott said Tom Battaglia, Chief Information Officer, has been added as a new member of her cabinet.

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The president provided a recap of some of the work she did over the summer: attended the AASCU Summer Council of Presidents; attended an Inside Higher Ed conference; met with president colleagues and discussed issues facing their campuses; worked on various projects from her ranch in Texas; attended the Oregon Council of Presidents' retreat; attended the Oregon Coastal Caucus Economic Summit; and gave presentations to the House Education Committee on competency-based education and the Southern Oregon Higher Education Consortium.

President Schott discussed the upcoming Future-Ready Education Conference that SOU is hosting and her recent cabinet retreat. SOU recently received three awards: the SOREDI Collaboration Award; the Spirit of Enterprise award from The Chamber of Medford/Jackson County; and the AASCU Excellence and Innovation Award in the sustainability category.

Committee Reports

Academic and Student Affairs Committee - Trustee Steve Vincent said the committee had no action items. At the meeting, Dr. Susan Walsh mentioned SOU's continuing work with the HECC and other Oregon institutions on the implementation of House Bill 2998, the Provosts' Council's work on duplication of programs, work on Strategic Direction I, and upcoming curriculum proposals. Dr. Neil Woolf 's report included statistics on usage at the Recreation Center and an update on Navigate. Drs. Eva Skuratowicz and Mark Shibley provided an enlightening presentation on SOU's student satisfaction survey.

Finance and Administration Committee - Trustee Sheila Clough said the committee spent much time on the fiscal year 2019-20 budget and started by looking backward. SOU ended the last fiscal year with a $1.7 million loss, which was better than the projected $2.4 million loss. The administration imposed cost savings which reduced the amount of the loss. The ending fund balance hit the target of 8 percent. Greg Perkinson reviewed the dashboard and provided an overview of the HECC's strategic capital plan and rubric and SOU's capital projects. Details of the proposed budget will be provided later in the meeting but Trustee Clough said the committee unanimously recommended approval of the proposed budget.

Executive and Audit Committee - Vice Chair Nicholson said the committee covered three main items: a report from the internal auditor with much discussion on the Clery Act; a report from the governance work group; and the president's evaluation and goals for the upcoming year. Regarding the Clery Act discussion, Trustee Clough stressed her belief that SOU has come a long way and there are not a lot of risk points for the university regarding Clery Act compliance.

Faculty Senate Report

Taking agenda items out of order, Andrew Gay provided the Faculty Senate report. They hired a PEAK student as an administrative assistant. The number one priority for the year is the general education process. Other priorities include the revised student evaluation process; revising the evaluation process of chairs, division directors and administrators; and looking at issues involving faculty rewards. Mr. Gay was pleased to report the digital cinema program exceeded its enrollment goal by four students.

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Action, Information and Discussion Items

Accreditation Update

Dr. Jody Waters said that in the accreditation process, SOU provides evidence that it is doing what it says it is doing and is striving toward continuous improvement. In year one of the seven-year cycle, SOU assessed its mission, core themes, and institutional goals. In SOU's case, these are integrated with the strategic plan and are measured using the same instruments, which the NWCCU values.

The current midcycle report is formative and there is no required response built into this assessment. Dr. Waters discussed the goals and contents of the report and NWCCU's preliminary response. She also mentioned NWCCU's revised standards and challenges with evaluating whether those standards are met. The NWCCU peer evaluation team recently met with various committees on campus and the visit was successful. Vice Chair Nicholson said it was encouraging to hear that SOU is on the right track.

Enrollment Update and Completions Report

Discussing new students, Dr. Neil Woolf said there was a 7 percent decline in applications. However, the number of confirmed students increased from the previous fall as did the number of enrolled students. Zachary Olson mentioned some of the one-on-one efforts made with confirmed students to get them enrolled. Dr. Woolf said 79.4 percent of the students who applied were admitted, which may be too selective. The yield percentage from admits to enrolled was 44.2 percent, up from 41.7 percent last year. Discussion ensued on enrollment standards, scholarships and financial aid.

Regarding continuing students, Dr. Woolf said there was a decline in the number of undergraduate WUE students, especially those from California. The increase in Advanced Southern Credit means that, over time, fewer students need general education courses, which cuts into student credit hours. Dr. Woolf said traditionally SOU has matriculated about 20 percent of the high school students with Advanced Southern Credit experience and he would like to increase that percentage dramatically.

Dr. Woolf then highlighted residency and ethnicity statistics, as included in the meeting materials. Responding to Trustee Clough's comment, Dr. Woolf and President Schott said the current political climate, difficulties in obtaining visas, and gun violence in the U.S. are having a chilling effect on international students coming to SOU. Turning to completions, Dr. Woolf said there are good upward trends in 4, 5 and 6-year graduation rates and 45.6 percent in 2013 is SOU's high water mark.

Dr. Woolf said the key takeaways are: new undergraduates are ahead by 1 percent; new graduate students are up by 7.5 percent; continuing students remain a challenge; overall headcount remains stable; and there are more students of color.

Update to Strategic Direction VII (Action)

President Schott said Trustee Vincent pointed out the absence of tribal partners in Strategic Direction VII's list of partners with whom SOU would collaborate regarding economic vitality, civic engagement and cultural enrichment.

Trustee Vincent moved to amend Strategic Direction VII to add the word "tribal." Trustee janelle wilson seconded the motion and it passed unanimously.

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Student Leadership Report

President Britney Sharp said the Associated Students of Southern Oregon University (ASSOU) soon would decide the issues it wants to address in the coming year. Personally, she is passionate about the funding model, which is also an Oregon Student Association issue, and she has been appointed by the HECC as a student representative on its funding model task force. President Sharp will present to ASSOU the issue of having blood drives on campus and working with the FDA on amending its policy. Another topic ASSOU will discuss involves international students and complications they face at the university and in the community.

ASSOU now has a full senate, executive cabinet and judicial branch. ASSOU had its first event, an affordability fair that showcased off- and on-campus resources for students; it will also provide social media updates on the resources.

Amendments to Bylaws of the Associated Students of Southern Oregon University, Section 5: Student Fee Committees' Rules and Regulations

President Sharp said ASSOU made changes in its bylaws and described the process followed. Jason Catz provided background information on the need for changes in the bylaws regarding setting the student fees and President Sharp described some of the changes, as included in the meeting materials.

In accordance with the bylaws, changes in the process for setting the student fees must be done in consultation with the board. Vice Chair Nicholson said the board would be approving that ASSOU went through a thoughtful process to develop and adopt its bylaws and ended up with a set of bylaws that are ready for adoption by ASSOU. Trustee Jonathon Bullock moved the motion to approve this action; Trustee Rosenberg seconded the motion; it passed unanimously.

Ratification of Temporary Action: Online Graduate Tuition Rates; Jackson-Josephine County Pledge Tuition Rate (Action)

Vice Chair Nicholson provided background information for this item, saying the board received information about the need to decrease certain tuition rates for some of SOU's programs. When the board approved rates in May, it did not have competitive information on rates charged by competing programs. When the information became available, President Schott took temporary action and is seeking the board's formal approval.

Dr. Susan Walsh explained the changes sought would decrease the tuition rates for the Academic Partnerships online MBA and online Master of Science in Education programs. For the online MBA program, the requested tuition rate would be the same as in academic year 2018-19. Dr. Walsh said the timing of SOU's discussions with Academic Partnerships on tuition rates was different than the board's decision on tuition rates, which contributed to the disconnect between the Budget Office and the Provost's Office. The requested tuition rate for the online Master of Science in Education program would be the rate SOU negotiated with Academic Partnerships a year ago.

Explaining the changes sought for the rate for the Jackson-Josephine County Pledge, Dr. Walsh said there is a legacy formula from a few years ago, which sets SOU's tuition rate close to that of RCC. She requested the rate be set using the legacy formula.

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At Trustee Clough's inquiry, Mr. Perkinson and Josh Lovern verified the requested changes were incorporated into the proposed budget the Finance and Administration Committee approved the previous day. Going forward, Mr. Perkinson said the tuition rates for the Academic Partnerships programs would be separated from the other programs.

Trustee Clough moved to approve the amendments to the online graduate tuition rates for the online MBA and online Master of Science in Education, and to the rate for the Jackson-Josephine County Pledge. Trustee Thalden seconded the motion.

Discussion ensued on concerns of devaluing an education at SOU and having a third-party determining SOU's tuition rates. Vice Chair Nicholson asked if this process of reworking the tuition rates every year would be a new normal for the board. Dr. Walsh said it would not be, that it was just missed this year. She said the revised baseline for the online programs would remain the same in the future.

The board voted and the motion passed unanimously.

Adoption of Fiscal Year 2019-20 Budget (Action)

Trustee Clough mentioned the earlier meeting of the Finance and Administration Committee, saying they had a robust conversation about the budget, looked at assumptions and past performance, discussed the methods used to develop the budget, and considered cost savings. The tool Mr. Lovern and his team used to develop the budget gave the committee comfort about how the budget was being formulated. The proposed budget is essentially break-even (with a negative $71,000) and includes a $2.4 million cost savings effort. The committee members felt comfortable that the administration will achieve the savings over the course of the year. The committee was unanimous in its support of the proposed budget.

Mr. Perkinson reviewed the pro forma presented in June, at which time the board approved an expense-only budget. He mentioned the concern that expenses might run high in the first quarter and reviewed the periodic management report that closed out the last fiscal year. Steve Larvick completed an assessment of the first quarter of fiscal year 2020, looked at the "burn rate," which was running high, and noticed some anomalies. For example, last year, there were $12.1 million in expenses compared to $13.1 million this year. Some of that increase can be attributed to timing (e.g., electric, gas and leases). Additionally, looking at the online MBA, last year's expenses were $60,000 and this year they are $215,000 and while expenses are greater, there also is more income.

Mr. Perkinson also reviewed the variables in the pro forma for the current year and future years, as included in the meeting materials. The seven variables are state funding, tuition, remissions, labor, other personnel expenses, enrollment, and supplies and services.

Regarding the $2.38 million in cost reductions that are built into the proposed budget, there are two elements: near term and long term. The president and each vice president were assigned a cost reduction target based on three priorities: maintaining academic excellence, supporting student success, and achieving and maintaining

DRAFT

operating efficiency and effectiveness. Wanting an approach that would bring the campus together in a meaningful way, President Schott's presidential task force on financial sustainability will look hard at what deeper systemic changes are needed. President Schott then described the goals of the task force. Mr. Perkinson mentioned the identification of cost savings by the process improvement cadre and innovative labor cost reductions.

Responding to Trustee wilson's inquiry, Mr. Perkinson discussed cost reductions in future years, including holding vacant positions open. Each director on the Business Affairs Council has been challenged to identify ways to achieve savings. Regarding future years, Mr. Perkinson said that some of the savings will be one-time savings while others will carry over.

Responding to Trustee Bullock's inquiry regarding the long term sustainability of leaving positions open, Mr. Perkinson said there are opportunities to drive efficiencies in work flow which would later become labor savings. Additionally, the presidential task force on financial sustainability will be looking at opportunities to automate more functions and some outsourcing is being considered. President Schott added that this goes to the heart of what is going to be tough about this work. SOU will be a changed organization, with some areas getting smaller and some possibly growing. It is pretty clear that SOU will have fewer undergraduate students and the question is what that will mean for faculty, support staff and resources dedicated to those students. President Schott added that the cost reductions will be tracked going forward, showing the allocation of each reduction to the part of the operation that is taking the reduction.

Trustee Clough moved to approve the resolution for the adoption of the fiscal year 2019-20 budget, as presented in the meeting materials, [in the sum of $87,904,637 inclusive of budgeted operations in the sum of $66,087,412, designated operations in the sum of $5,514,181, and an auxiliaries budget in the sum of $16,303,044]. Trustee Shaun Franks seconded the motion and it passed unanimously.

Development Update

Janet Fratella said the Office of Development exceeded last year's fundraising goal of $3.2 million, raising $3.3 million. She then reviewed the fundraising trends for the last 10 years, how the philanthropic support was used and sources of support.

The national average for the cost of a dollar raised is $0.20 and SOU's cost is now $0.19. SOU's investment in its fundraising program increased this cost and will result in more money being raised.

Ms. Fratella said the fundraising goal for fiscal year 2020 is $3.75 million. The amount raised year-to-date is $870,000, which exceeds the projection because of a very generous gift to the Oregon Center for the Arts. She then highlighted other recent gifts.

Her office's goals for this fiscal year are to raise $3.75 million, solidify campus fundraising priorities for the next 5-7 years and build a culture of philanthropy.

Funding Model Update

Greg Perkinson said the HECC work group, comprised of various individuals from the Oregon public universities and other groups, is reviewing the funding model. SOU

DRAFT

created a work group which focused on strategy and process. Mr. Catz said there were certain aspects to the model that SOU wants to add to the conversation at the HECC work group level (e.g., compounded weighting and rewarding equity issues).

Government Relations and Legislative Update

Jeanne Stallman said the members of the Legislative Action Committee have agreed to a shared focus on capital projects, student food insecurity, and discussions on expanding the Student Success Act to higher education. The TRUs also agreed on a shared agenda and have been working very well together.

Southern Oregon Higher Education Consortium Update

Dr. Neil Woolf said he has been meeting with his counterparts from OIT, KCC and RCC to talk about a number of issues. They do not view themselves as competitors, rather they work together to raise the college-going rate of students, bring adult learners back and help with transfer issues. Topics have included reverse transfer which improves community college completion rates; restoring view access to Banner for some RCC counselors to help with advising; gathering data and more stories on transfer students; and better-leveraging credits from high schools.

Responding to Trustee Megan Lightman's inquiry, Dr. Susan Walsh said there has been no mention of mergers or acquisitions among the four members, that the approach is more synergistic. Dr. Walsh said she and her counterparts have focused on creating a shared website for a lot of good information for employees and students (e.g., clear articulation pathways, links to make access to information easier, professional development opportunities and events of common interest). They also have discussed badges/alternative credentials, eliminating transfer barriers and better communication structures with the enrollment and student affairs offices.

2018-19 Board Evaluation

Vice Chair Nicholson referenced the summary in the meeting materials and said a big takeaway is that a majority of the trustees believe the board meets the right number of times and about the right amount of time.

Planning for 2030: Considerations for Higher Education

President Schott referred to the HECC's Strategic Capital Development Plan included in the meeting materials. She said the HECC got some things wrong in the plan, which she pointed out to the trustees and will ask the HECC to correct. Trustee Lightman said the discouraging numbers in the plan speak to the work President Schott is undertaking to reengineer the university. President Schott said the predictions are based on past history; however, if SOU does things differently or if the region working together can begin to boom, it will help everything.

Vice Chair Nicholson said he is gratified to see that SOU is dealing now with population declines, which is positioning the institution to be nimble and to be hurt less by the decline. Trustee Vincent mentioned SOREDI is completing its long term regional strategic plan which is intended to benefit other entities; this might provide an opportunity for SOU to identify an issue it wants to take on, similarly.

Regarding space utilization and looking at the buildings SOU has, President Schott said SOU currently has a good physical plant but there is a lot of space that can be used

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to generate revenue. Trustee Clough added that space will probably be less of a need in the future.

Review of President's Evaluation – Executive Session [Pursuant to ORS 192.660(2)(f) and (i)]

Vice Chair Nicholson said the board would go into executive session to review the president's evaluation. For the record, he stated that, pursuant to ORS 192.660(2)(f) and (i), the board would enter into executive session to review and evaluate the employment-related performance of the chief executive officer, who does not request an open hearing, and to consider information or records that are exempt by law from public inspection. Pursuant to ORS 192.660 (4), representatives of the news media were allowed to attend the executive session; no members of the media were present. Continuing, Vice Chair Nicholson said, pursuant to ORS 192.660 (6), no final action will be taken or final decision made in the executive session. At the end of the executive session, the meeting would return to open session and members of the public would be welcomed back into the room.

In addition to trustees, the following persons were permitted to remain for the executive session: University Board Secretary, Sabrina Prud'homme; General Counsel, Jason Catz; and President Schott, who remained for a portion of the executive session.

The audio recording was stopped and the board began its executive session. In concluding the executive session, Vice Chair Nicholson returned the meeting to open session.

President's 2019-2020 Goals (Action)

The board reviewed President Schott's goals as included in the meeting materials. Trustee wilson praised the second goal regarding shared governance.

Trustee Lightman moved to adopt the goals, as presented. Trustee Nihipali seconded the motion and it passed unanimously.

Future Meetings

Vice Chair Nicholson referred to the meeting schedule included in the meeting materials. He mentioned the September retreat that was cancelled and added that having an annual retreat is very important. Vice Chair Nicholson said the new proposed dates for a retreat are January or April, which could be done by reworking the meeting schedule to build in time for the retreat; to have strong attendance at the retreat, he asked trustees to include both proposed dates on their calendars and to let him know if either of them would not work.

Adjournment

Vice Chair Nicholson adjourned the meeting at 5:10 p.m.

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President's Report

Committee Reports

- **Executive and Audit**
- **Finance and Administration**
- **Academic and Student Affairs**

Student Leadership Report

Faculty Senate Report

Review and Acceptance of Fiscal Year 2019 Audited Financial Statements (Action)

Click Here to View

https://inside.sou.edu/assets/bus_serv/docs/accounting/sou-financial-report-2019.pdf

Southern Oregon University

Fiscal Year 2019 Audit Presentation

WEALTH ADVISORY | OUTSOURCING | AUDIT, TAX, AND CONSULTING

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Create Opportunities

Agenda

- Responsibilities Under Auditing Standards
- Scope of Engagement and Audit Results
- Required Communications to Governance
- Upcoming GASB Standards
- Higher Education Industry Topics
- Questions?

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Responsibilities under US Generally Accepted Auditing Standards (GAAS)

Responsible for:

- Expressing opinions whether financial statements are in conformity with US GAAP in all material respects.
- Expressing opinions only over information identified in our report. Other information included in your financial statement package will be read/reviewed, but not subject to testing.
- Performing audit in accordance with required auditing standards.
- Communication of significant matters related to audit, information required by law/regulations, or other information agreed upon.

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Responsibilities under GAAS (continued)

An audit in accordance with GAAS:

- Does not relieve management of responsibilities.
- Includes consideration of internal control as basis for audit procedures, but not to opine on effectiveness of internal controls.
- Is designed to obtain reasonable, but not absolute, assurance about whether statements are free of material misstatement.
- Includes Generally Accepted Government Auditing Standards.

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Scope of Engagements

Financial Statement Audit

Single Audit

Student Financial Aid

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Financial Statement Audit Results

Opinion – unmodified

Findings – none

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Financial Statements

Total assets down $9 million

- Decreases in notes receivable and investments

Total liabilities down $5 million

- Accounts payable down $5 million; net pension liability up $2 million

Operating loss up ($8) million

- Auxiliary revenue down $2.2 million
- Operating expense up $4.7 million (up $4.8 million when removing pension expense)

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Financial Statements (continued)

Nonoperating revenues (expenses) up $3.6 million

- No Perkins Loan liquidation in current year. ($2.3 million loss in PY.)

Capital Appropriations down $15 million

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Single Audit Results

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Required Communications to Governance

Qualitative Aspects of Accounting Practices

- Accounting Estimates
- Financial Statement Disclosures

Difficulties Encountered in Performing the Audit – None

Uncorrected Misstatements – See schedule

Corrected Misstatements – None

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Required Communications to Governance

Disagreements with Management

- None

Management Representations

Management Consultations with other Independent Accountants

- None

Significant Issues Discussed with Management Prior to Engagement

- None

Audits of Group Financial Statements

- No concerns about component auditors' work

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Questions?

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Appendix

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Upcoming GASB Standards for Fiscal Year 2020 and Beyond

GASB Statement No. 84, *Fiduciary Activities* (FY2020)

- Impacts accounting of custodial funds (student groups, certain defined contribution plans, etc.)
  - North Campus Village?

GASB Statement No. 86, *Leases* (FY2021)

- All leases will be required to recognize a right-to-use asset and related liability

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Industry Trends: Higher Education

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Moody's Outlook for Higher Education

After two years at *negative*, upgraded to *stable*.

- Large comprehensive institutions expect 3 – 4% increase in operating revenue.
- Certain factors may disrupt stable outlook (market turndown; policy changes /could reduce international enrollment).

Business conditions "will remain difficult" next 12 – 18 months, but not expected to deteriorate materially.

- Tuition may continue to drag.
- Some institutions will fare better than others; potential closures.
- Expects institutions to continue to streamlines operations (mergers).
- Online learning; way to reach other markets, but may become more saturated.

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Enrollment and Student Demographics

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Enrollment and Demographics

Post-millennial generation – shifting southwest

Growth is slowing in international students

Changes in diversity of the US

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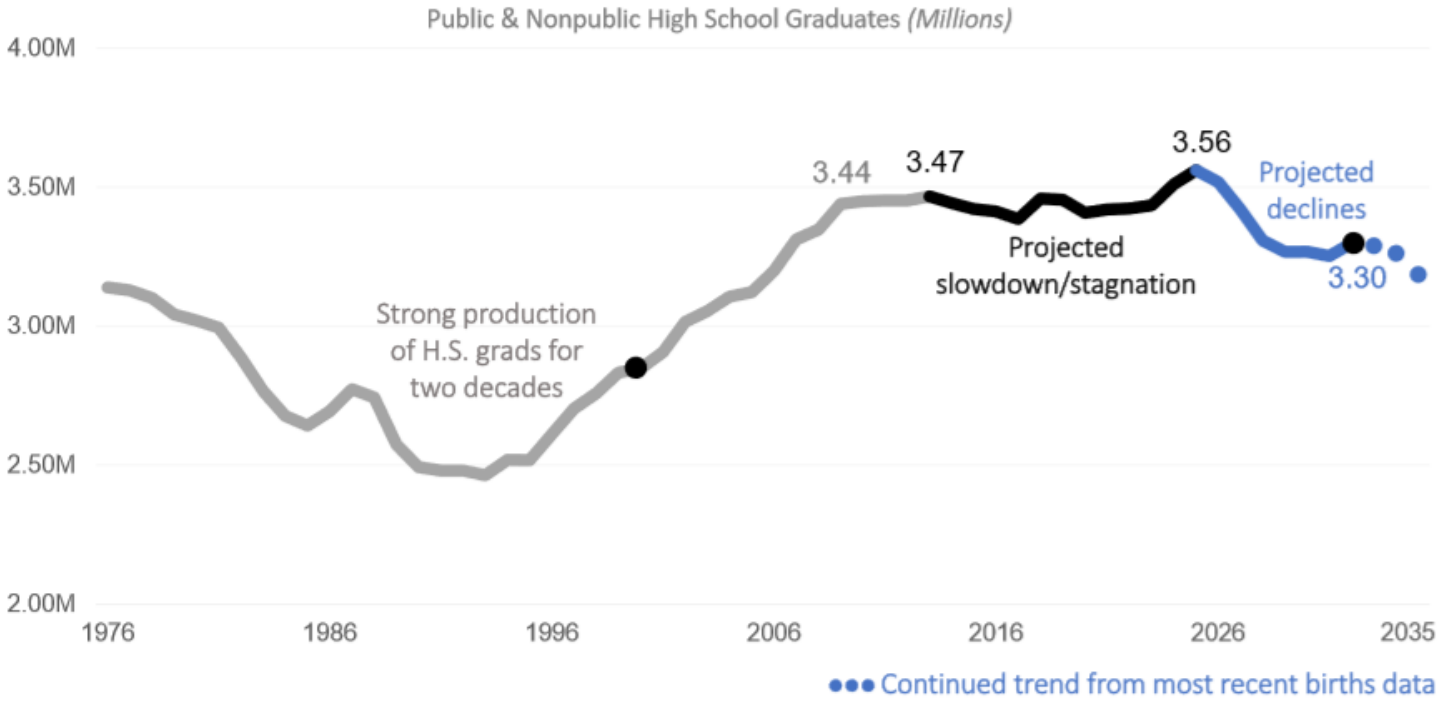
Public and Nonpublic High School Graduates

Slowdown & Decline of Traditional-Age Students



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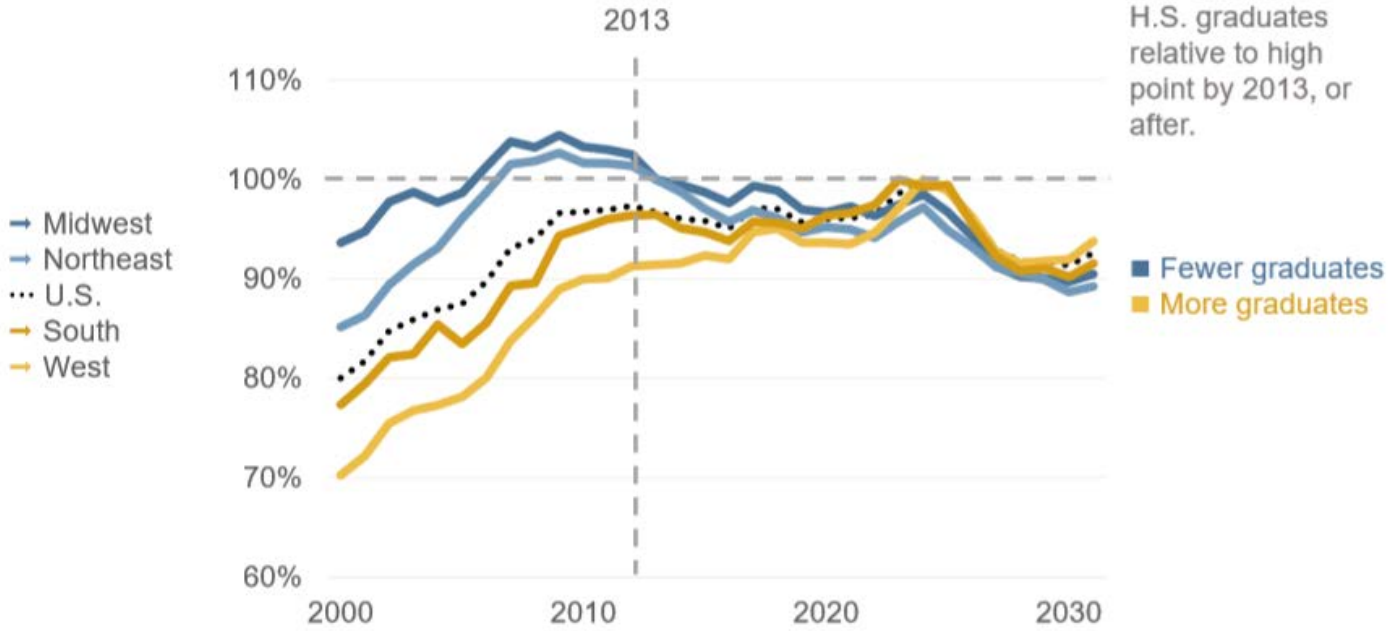
H.S. Grad Production in Each Region Past 2013

Supplemental slide



Source: WICHE's Knocking at the College Door: Demographics: Higher School Graduates & Demand for Higher Education

41

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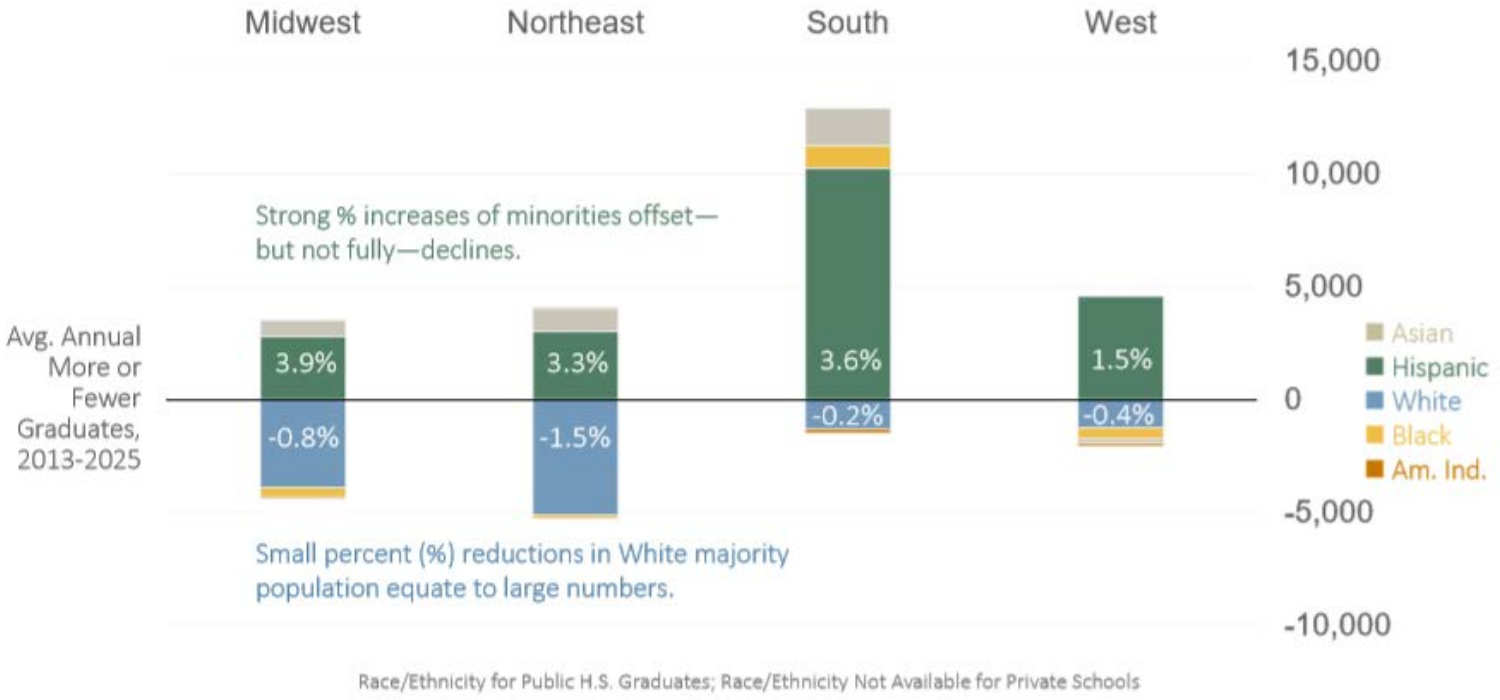
All Increase is Underrepresented Minority H.S. Grads



Race/Ethnicity for Public H.S. Graduates; Race/Ethnicity Not Available for Private Schools

Source: WICHE's Knocking at the College Door: Demographics: Higher School Graduates & Demand for Higher Education

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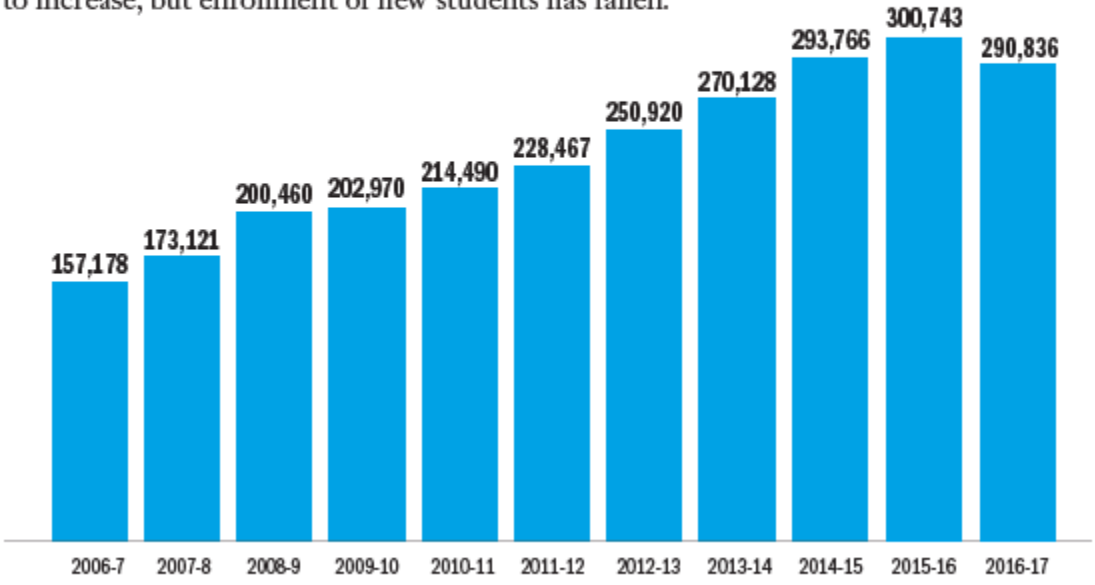
Enrollment of New International Students Drops for First Time in a Decade

The number of international students in the United States continues to increase, but enrollment of new students has fallen.



SOURCE: INSTITUTE OF INTERNATIONAL EDUCATION

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Online Education

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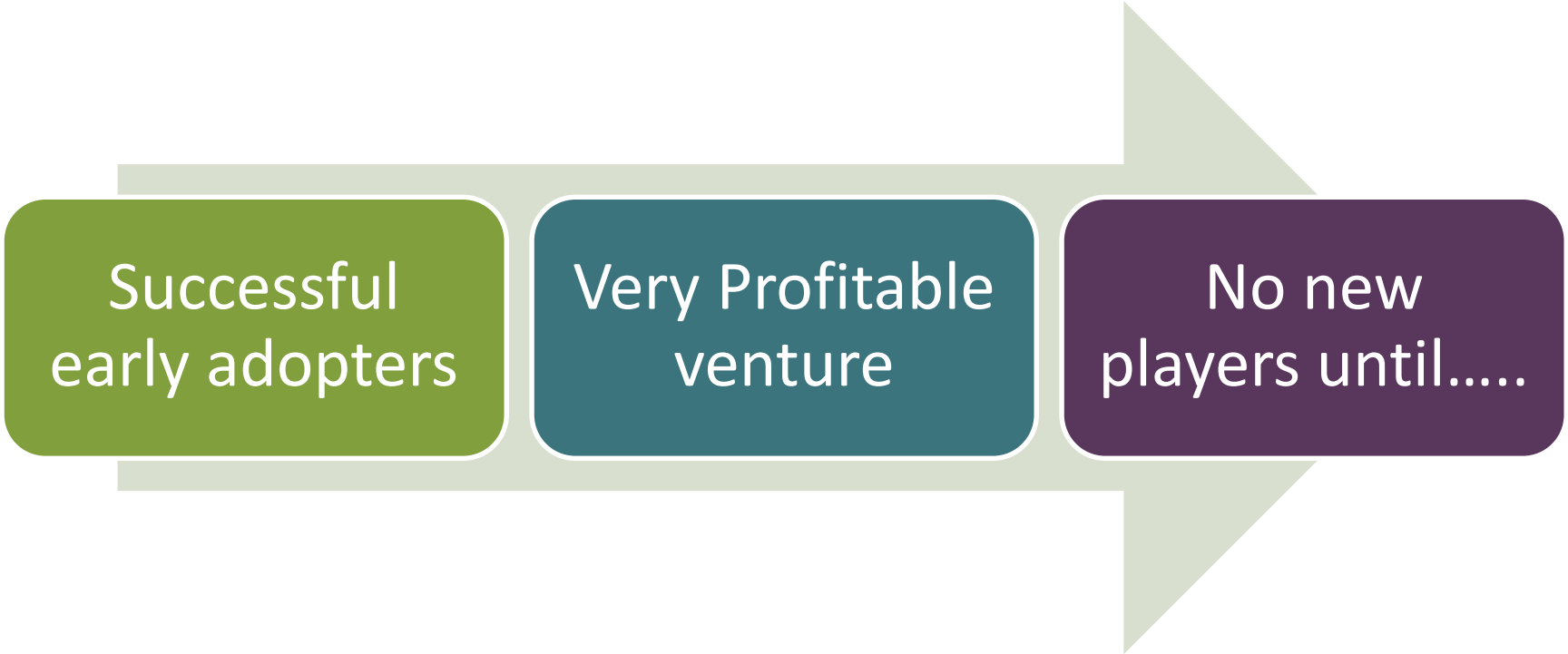
Online Education



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University of Montana selects Wiley Education Services to expand online offerings

KEILA SZPALLER keila.szpaller@missoulian.com Jun 2, 2019

Notre Dame and College of the Holy Cross launch B.A., online M.S. degree program in data science

by Notre Dame News

March 29, 2019

2U, Inc. and the UC Davis Graduate School of Management Expand Partnership to Deliver New Online Short Courses

NEWS PROVIDED BY
2U, Inc. →
May 08, 2019, 09:00 ET

UMass plans national online college aimed at adult learners

By Deirdre Fernandes Globe Staff, March 4, 2019, 4:59 p.m.

School of Law : Dayton Law Expanding Online-Based Courses

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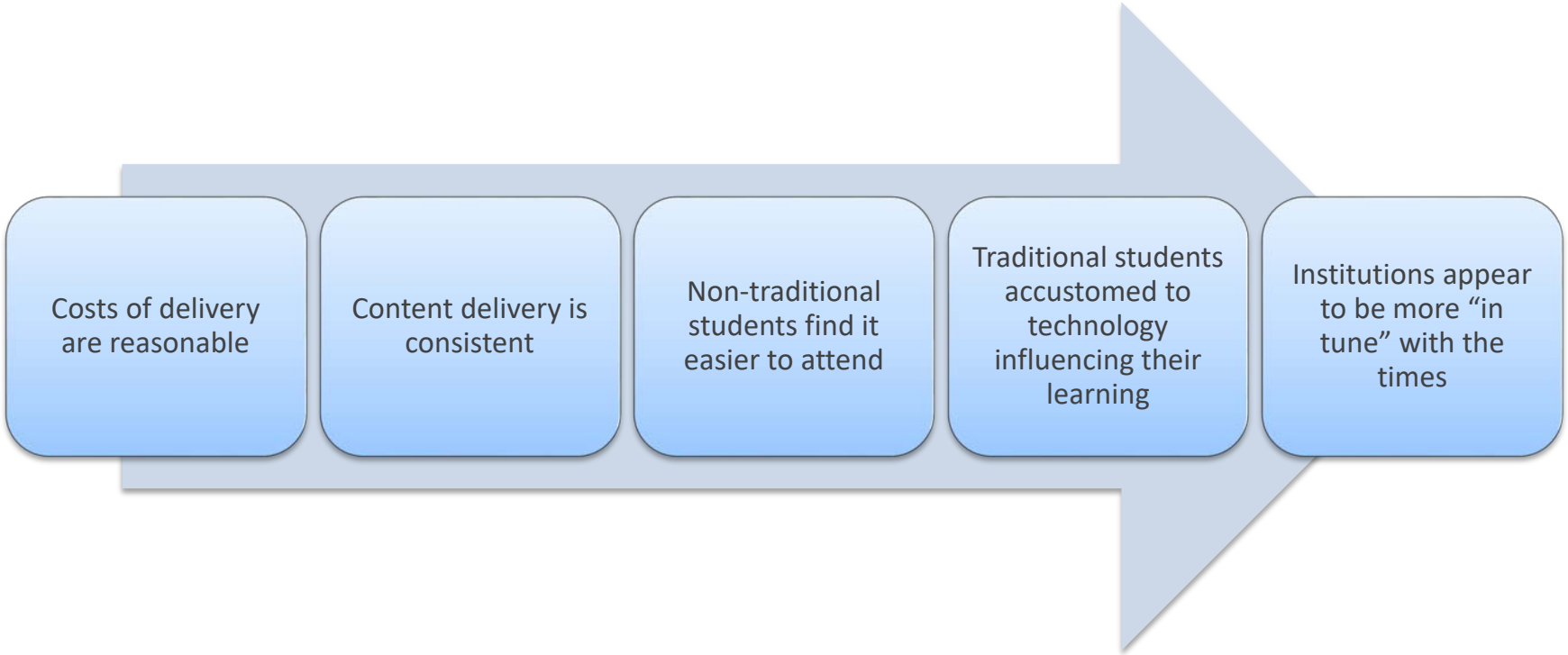
Why are Institutions Expanding or Entering into On-line Education



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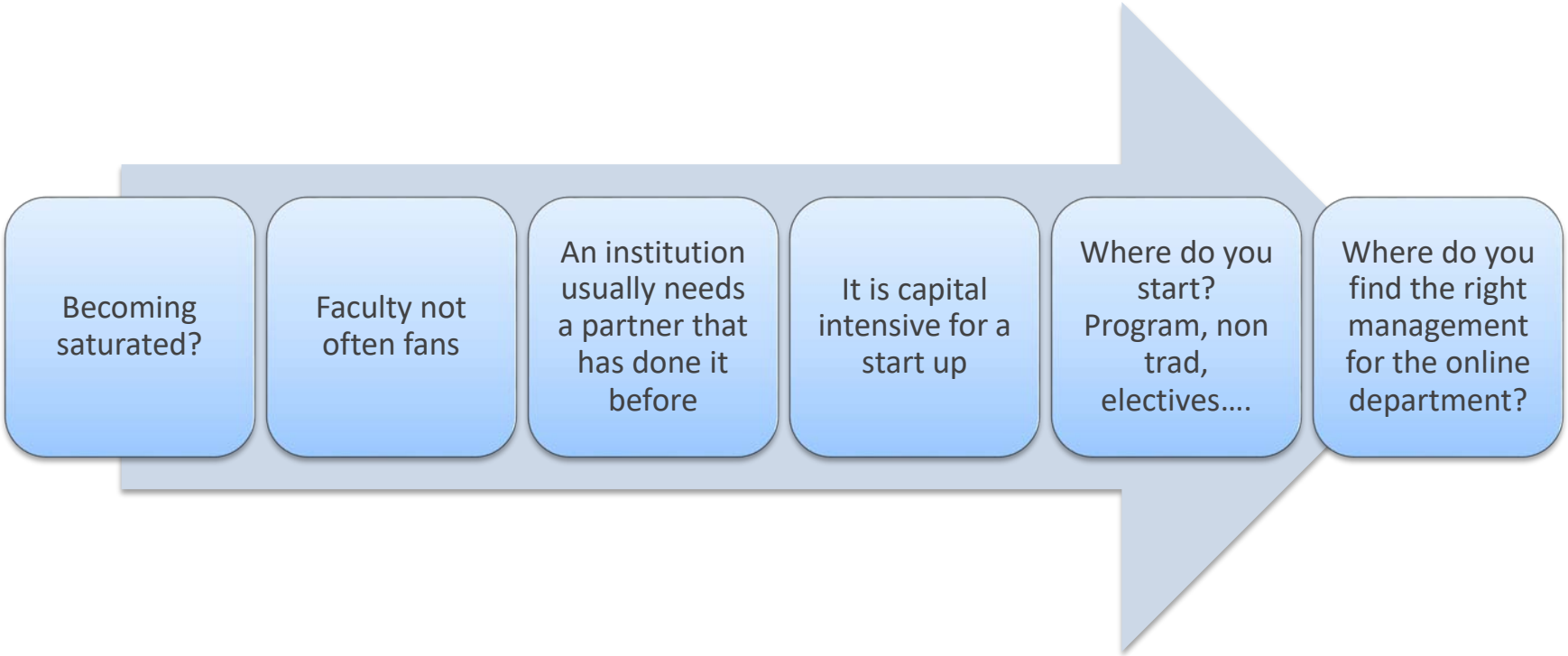
What are Barriers to Entering On-line Education?



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2020 Election – the Unknown

- Free college
- Universal debt forgiveness
- Large investments in HBCUs
- Students expected to be a more influential voting bloc

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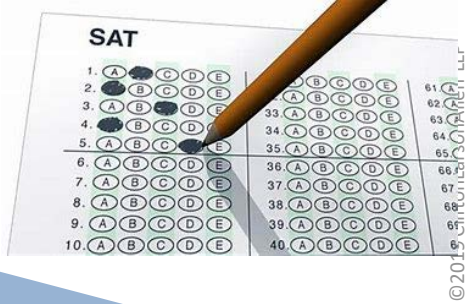
Standardized Testing and Admissions



More institutions foregoing SAT and ACT scores

- University of Chicago

Opponents

- Minority and low-income can not afford same prep as more affluent peers
- Advocacy groups sued University of California system

Varsity Blues scandal

- Reviewing systems to ensure not vulnerable to exploitation
- Lawsuits – affirmative action

Information Technology

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Information Technology – Paperless Environment

Environmental stewardship

Efficient reporting

Online textbooks and testing tools

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Why do Institutions Struggle with Information Technology?

- Resources to be effective and efficient is extremely high
- Difficult to hire given higher education pay scale; recruiting
- Always changing; obsolete the second you turn system on!

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Why do is it important for the Investment in Information Technology?

- Best means to become cost effective
- Student generation is demanding it
- A.I. is sweeping all industries
- Competition
- Cyber security is impossible to maintain without great systems

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Information Technology - Cybersecurity

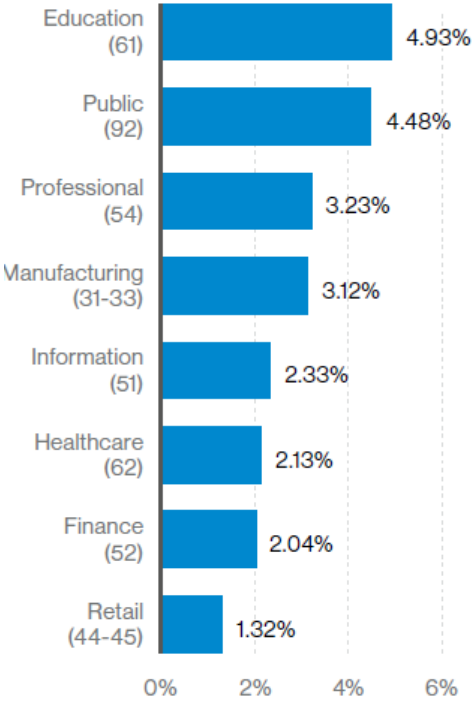

Figure 41. Click rate in phishing tests by industry

Education continues to be plagued by errors, social engineering and inadequately secured email credentials. With regard to incidents, DoS attacks account for over half of all incidents in Education.

Frequency	382 incidents, 99 with confirmed data disclosure
Top 3 patterns	Miscellaneous Errors, Web Application Attacks, and Everything Else represent 80% of breaches
Threat actors	External (57%), Internal (45%), Multiple parties (2%) (breaches)
Actor motives	Financial (80%), Espionage (11%), Fun (4%), Grudge (2%), Ideology (2%) (breaches)
Data compromised	Personal (55%), Credentials (53%), and Internal (35%) (breaches)

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303-265-7884

Board Officer Election Process

Board of Trustees
Proposed Process for Election of Board Officers

Issue
The system used by the board for the last five years has been as follows:

1. Board Secretary reaches out to all members of the board to invite them to make recommendations or self-nominations for the positions of Chair and Vice-Chair.
2. Board Secretary contacts all those who have been identified to establish whether they would be willing to serve and discuss responsibilities, time commitments and requirements of the officer roles. Some potential nominees decide to withdraw at this stage.
3. At the June board meeting, the current Chair asks the board Secretary to identify those recommended and those who have withdrawn from consideration. The Chair then asks for a motion to nominate the Chair and Vice-Chair. Nominations are seconded.
4. After discussion (often somewhat awkward) the board votes for the Chair and then for the Vice-Chair.

Pros

1. Minimal time commitment from Staff and Board on process
2. Simple process and easy to administer
3. Transparent process

Cons

1. Awkward to publicly nominate oneself or others on the spot in real time
2. Doesn't allow for those nominated to thoroughly consider whether or not they have the capacity or bandwidth in advance of the election
3. Can feel like a popularity contest
4. Creates a reputational risk or possible embarrassment for those that are nominated and aren't elected

Proposal
We propose that the board consider a new approach to the election of officers, using an ad hoc committee to identify prospective candidates, review their qualifications, and make appropriate recommendations to the board.

The process would be as follows:

1. Board Chair establishes an ad hoc Nominating Work Group made up of a number of members that is less than the number that makes up a quorum. A past officer should be included if possible.
2. The Board Secretary will serve as a member of the Nominating Work Group.
3. No member of the Nominating Work Group shall self-nominate or be considered for Chair or Vice Chair positions.
4. The Chair of the Work Group invites board members to submit nominations for Chair and Vice-Chair.

5. The committee reviews all nominations and discusses with the nominees whether they would be willing to serve in the respective roles.
6. Those who are willing to serve are asked to submit a brief statement expressing their interest, and outlining what they would bring to the respective positions.
7. A designated member of the Work Group will seek the input of the President.
8. The committee reviews the statements, considers the past and current engagement of the nominees and determines who would be the strongest candidate for each position.
9. The unsuccessful candidates are advised that they have not been chosen.
10. At the June board meeting the committee makes a recommendation (by way of a motion) to elect the Chair and the Vice-Chair.
11. The board votes on the election.

Pros

1. Would remove the awkwardness experienced in the past when nominations are discussed in the full board meeting.
2. The qualifications and qualities of the nominees would be discussed in a confidential setting and weighed more carefully .than the present system allows.
3. The privacy of the unsuccessful candidates would be preserved.

Cons

1. The new approach could be seen as a way of reducing the board's ability to consider all candidates for the officer positions.
2. The new approach could be seen as a few Board members making the decision of who will serve as new officers for the whole.
3. Might feel less than transparent.

Strategic Plan Report and Update

Strategic Plan Progress Report

Report to the Board of Trustees on 1/17/20

		Jan. 2019 Count	June 2019 Count	Jan. 2020 Count †
Strategic Direction 1 SOU will transform its pedagogy and curriculum (how and what it teaches) to enhance the success of its learners and graduates.	Active Objectives Identified Within this Plan*	4	7	7
	Assessments: How These Objectives will be Measured	12	22	31
	Assessments Completed	4	7	15
Strategic Direction 1 Goals One Through Four Included	All Strategic Directions' Objectives Mapped to These Goals	14	14	16
	Academic Programs' Outcomes Mapped to These Goals	28	69	145
	Support Programs' Outcomes Mapped to These Goals	20	23	50
Strategic Direction 2 SOU will become an employer of choice and provide excellent service to all of its constituents.	Active Objectives Identified Within this Plan*	10	19	11
	Assessments: How These Objectives will be Measured	21	38	18
	Assessments Completed	3	14	9
Strategic Direction 2 Goals One Through Four Included	All Strategic Directions' Objectives Mapped to These Goals	17	17	16
	Academic Programs' Outcomes Mapped to These Goals	2	9	21
	Support Programs' Outcomes Mapped to These Goals	19	27	61

† Some Strategic Direction plans may have been redefined or changed to inactive status since Jan 2019 resulting in fewer objectives for this January 2020 report.

* Active objectives included only if one or more specific means of assessment(s) have been identified to measure it.

Strategic Direction 3 SOU will actively model an environmentally sustainable campus and engage in collaborative research to promote an ecologically-resilient bioregion.	Active Objectives Identified Within this Plan*	0	0	3
	Assessments: How These Objectives will be Measured	0	0	5
	Assessments Completed	0	0	3
Strategic Direction 3 Goals One Through Three Included	All Strategic Directions' Objectives Mapped to These Goals	3	3	6
	Academic Programs' Outcomes Mapped to These Goals	1	9	36
	Support Programs' Outcomes Mapped to These Goals	18	20	39
Strategic Direction 4 SOU will create a diverse, equitable, inclusive community where learners flourish.	Active Objectives Identified Within this Plan*	4	13	4
	Assessments: How These Objectives will be Measured	10	32	6
	Assessments Completed	0	3	3
Strategic Direction 4 Goals One Through Three Included	All Strategic Directions' Objectives Mapped to These Goals	11	11	12
	Academic Programs' Outcomes Mapped to These Goals	3	36	98
	Support Programs' Outcomes Mapped to These Goals	22	24	41

† Some Strategic Direction plans may have been redefined or changed to inactive status since Jan 2019 resulting in fewer objectives for this January 2020 report.

* Active objectives included only if one or more specific means of assessment(s) have been identified to measure it.

Strategic Direction 5 SOU will maintain financial stability and invest for institutional vitality.	Active Objectives Identified Within this Plan*	1	7	9
	Assessments: How These Objectives will be Measured	2	7	29
	Assessments Completed	2	10	17
Strategic Direction 5 Goals One Through Four Included	All Strategic Directions' Objectives Mapped to These Goals	5	11	11
	Academic Programs' Outcomes Mapped to These Goals	4	8	18
	Support Programs' Outcomes Mapped to These Goals	14	16	31
Strategic Direction 6 SOU will develop physical and virtual environments in which all learners can thrive.	Active Objectives Identified Within this Plan*	0	0	1
	Assessments: How These Objectives will be Measured	0	0	1
	Assessments Completed	0	0	1
Strategic Direction 6 Goals One and Two Included	All Strategic Directions' Objectives Mapped to These Goals	5	5	6
	Academic Programs' Outcomes Mapped to These Goals	0	16	36
	Support Programs' Outcomes Mapped to These Goals	8	10	17

† Some Strategic Direction plans may have been redefined or changed to inactive status since Jan 2019 resulting in fewer objectives for this January 2020 report.

* Active objectives included only if one or more specific means of assessment(s) have been identified to measure it.

Strategic Direction 7 SOU will be a catalyst for economic vitality, civic engagement and cultural enrichment through ongoing collaboration with local, state, tribal, national, and global partners.	Active Objectives Identified Within this Plan*	0	4	3
	Assessments: How These Objectives will be Measured	0	14	10
	Assessments Completed	0	4	7
Strategic Direction 7 Goals One and Two Included	All Strategic Directions' Objectives Mapped to These Goals	5	5	6
	Academic Programs' Outcomes Mapped to These Goals	2	20	40
	Support Programs' Outcomes Mapped to These Goals	13	15	26

† Some Strategic Direction plans may have been redefined or changed to inactive status since Jan 2019 resulting in fewer objectives for this January 2020 report.

* Active objectives included only if one or more specific means of assessment(s) have been identified to measure it.

SD1: SOU will transform its pedagogy and curriculum (how and what it teaches) to enhance the success of its learners and graduates.

Goal One: A task force consisting of over twenty faculty and staff was formed in spring 2019 with the goal of transforming the general education curriculum. A small subset of the group met over the summer to lay the foundation for work to begin in earnest fall 2019. Since then, the task force has produced six *General Education Capacities*, which will guide the development of learning objectives and proficiencies. The task force anticipates completing its work by fall 2020 when implementation of the new general education curriculum begins.

We added the following offerings to the curriculum: 1) concentrations in Finance and Healthcare Administration to the online MBA program; 2) online Master of Science in Education; 3) Digital Cinema major; 4) online Innovation and Leadership (INL) major; 4) online Psychology major. A new major in Gender, Sexuality and Women's Studies (GSWS) with a Transgender certificate is currently moving through the approval process and slated to begin fall 2020.

Goal Two: Several task forces convened to review and/or revise policies and/or processes related to faculty hiring, promotion, and tenure. Specifically, they examined the annual Faculty Professional Activities Report (FPAR); performance expectations for Post-tenure faculty; the faculty rewards system; and, student course evaluations. Several recommendations that came out of this work centered on the need to increase the visibility of faculty accomplishments, and provide additional opportunities for professional development in areas that promote student success. To that end, we have established an annual award honoring outstanding faculty research and creative activity; and, we created additional opportunities for professional development in the areas of adult learners, culturally responsive pedagogy, sustainability, and innovation.

Goal Three: We have made progress with the development of policies and practices for offering alternative credentials. After reviewing several options, we decided to build upon a platform we already have in place to begin awarding badges in winter 2020. We also revised and expanded our existing Credit for Prior Learning program—which is currently limited to students majoring in INL—to include ALL students. Relatedly, approval of an academic policy allowing for credit for military service is underway. Using a tool known as DANTES (the Defense Activity for Non-Traditional Education Support), SOU will begin awarding credit to veterans and active service members for skills acquired in their military occupations.

SOU was among a select group of institutions that participated in the *Learning Recognition Collaborative*, a project developed by a group of experts on competency-based education in coordination with the National Institute for Learning Outcomes Assessment (NILOA). We now have access to an online "toolbox" designed to help institutions scale their prior learning assessment (PLA) and competency-based education efforts.

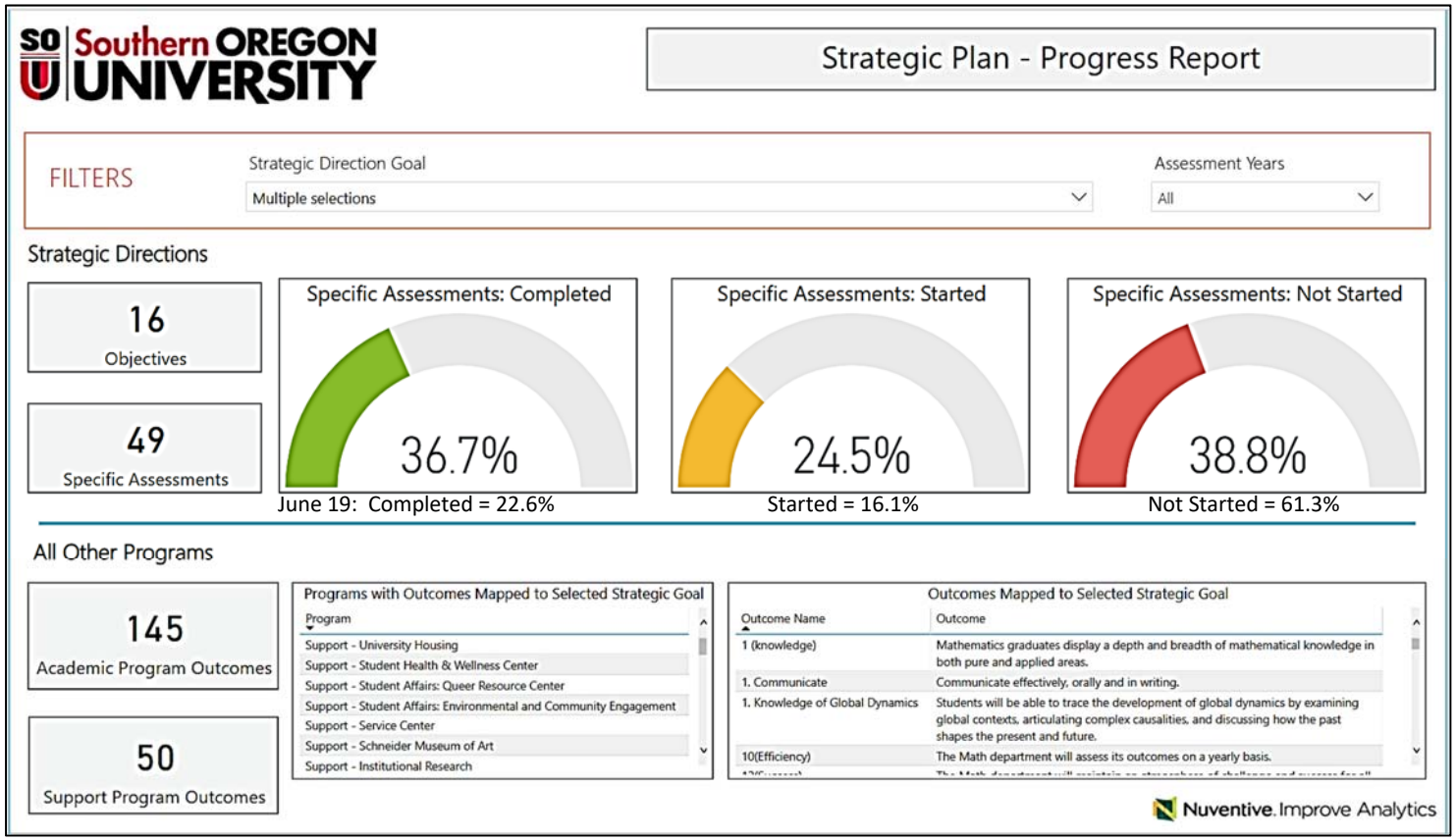
SOU participated in a *Prior Learning Assessment Impact Study* sponsored by the Council for Adult and Experiential Learning (CAEL) and the Western Interstate Commission for Higher Education (WICHE). The purpose of the study was to assess the impact of various forms of PLA on student outcomes (e.g. persistence and completion). This includes but is not limited to standardized exams, challenge exams, portfolio assessment, and credit for military service, external training or other occupations. The results will provide SOU with up-to-date data detailing the relationship between PLA and college completion, and a better understanding of needs and strategies related to adult learners and students from underserved communities.

Goal Four: A major accomplishment in this area was the creation of an Academic Program Review (APR) process. All academic programs will undergo a thorough review according to a three-year rotation schedule. It is important to note that the data associated with APR will be greatly enhanced by the Academic Performance Solutions software we recently acquired to assist the President's Task Force on Financial Sustainability. Lastly, SOU successfully completed its NWCCU mid-cycle accreditation review report and on-site evaluation.

January 2020 Improve Analytics Data of Strategic Plan Progress

Strategic Direction I - SOU will transform its pedagogy and curriculum to enhance the success of its learners and graduates.

Goals 1 through 4 included in chart below.



Strategic Plan Progress Report - Detail

Strategic Direction 1 - Transform Pedagogy & Curriculum

Assessment Coordinator: Sue Walsh - Strategic Direction 1 Sponsor
Program Notes: SOU will transform its pedagogy and curriculum (how and what it teaches) to enhance the success of its learners and graduates.

Goal 1 - SOU will develop curriculum and provide learning experiences that prepare all learners for life and work in an evolving future; connect directly with the challenges of our community, region, and world; and build self-confidence and the capacity to think critically, innovate boldly, and create lives of purpose.

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Study pedagogy and curriculum (SD 1.1) - Study best practices in pedagogy and curriculum **Objective Status:** Active **Assessment Year(s):** 2017 2018, 2018 2019, 2019 2020	**Process Analysis -** PLC focusing on general education **Target:** Convene PLC, conduct research, analyze, and disseminate findings **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met PLC convened and completed work with results disseminated to campus during the Spring 2019 Expo. (12/10/2018) **Related Documents:** Gen-Ed-PLC-2019.pdf	**Action Taken:** Research and analysis from the PLC presentation will inform the GE task force plans and processes. (01/01/2019)
	Process Analysis - PLC focusing on upper division education **Target:** Convene PLC, research, analyze, and disseminate findings **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met PLC convened and completed work with results disseminated to campus during the Spring 2019 Expo. (06/04/2019) **Related Documents:** Upper-Division-Education-PLC-Report-April-2019.pdf	**Action Taken:** Research and analysis from the PLC presentation will inform overall curricular revisions. (09/16/2019)
	Task - Create a project plan and process for the General Education Task-force. **Target:** Plan created **Notes:** This work-group will convene during Summer 19 and inform the work that will be done by the GE Task-force. **Assessment Status:** Assessment	**Reporting Period:** 2019 2020 **Result Type:** Target Met First phase result: Task-force met throughout Summer and Fall 19 and produced an outline of "General Education Capacities" that will serve as the starting point for a new general education curriculum. (12/17/2019) **Related Documents:** Learning Capacities for General Education.docx	**Action Taken:** Results from this work group will inform general education revisions of curriculum and content. (01/01/2019)

Objectives	Means of Assessment	Results	Actions Taken
	Completed		
	Task - Convene a General Education Task-force. **Target:** Fulfill the charge as identified and approved by the Faculty Senate. **Notes:** This GE Task-force will include appr. 15 faculty and other administrators as needed and may take up to two years to complete its work as general education reform can be a long and difficult process. **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met Faculty Senate approved the official charge of a work-group that will be tasked to transform general education. (06/04/2019)	**Action Taken:** Task force will continue to meet in its effort to revise general education curriculum and content. (09/16/2019)
	Task - Conduct curricular audit **Target:** Curriculum audited **Notes:** New curriculum informed by PLC findings **Assessment Status:** Assessment Not Started Yet		
	Task - Revise structure and content of curriculum **Target:** New curriculum implemented **Notes:** Revised curriculum informed by both PLC findings and research of best practices **Assessment Status:** Assessment Not Started Yet		
Inventory learning experiences (SD 1.1) - Identify and create curricular and co-curricular opportunities **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020	**Task -** Catalog opportunities to "connect to community, region, world" **Target:** Catalog established **Assessment Status:** Assessment Completed	**Reporting Period:** 2017 2018 **Result Type:** Target Met Identified capstones, internships, and practica coordinators by program (06/06/2019) **Related Documents:** Coordinators of Learning Experiences.docx	**Action Taken:** Coordinator lists will be used as reference to help identify and catalog inventories of curricula and opportunities defined within goal 1. Specifically, 1) connect to community, region, and the world, 2) think critically, 3) innovate boldly, and 4) to create lives of purpose. (09/16/2019)

Objectives	Means of Assessment	Results	Actions Taken
		Reporting Period: 2018 2019 **Result Type:** Target Met Updated drafts of inventory complete. (see attached docs) (12/28/2018) **Related Documents:** SD1Goal One Inventory of Learning Experiences 06_19.docx	**Action Taken:** Inventories will be used to inform new and revised curricula and pedagogy. (09/16/2019)
	Task - Catalog opportunities to "think critically" **Target:** Catalog established **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met Updated drafts of inventory completed. (see attached docs) (01/07/2019) **Related Documents:** SD1Goal One Inventory of Learning Experiences 06_19.docx	**Action Taken:** Inventories will be used to inform new and revised curricula and pedagogy. (09/16/2019)
	Task - Catalog opportunities to "innovate boldly" **Target:** Catalog established **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met Updated drafts of inventory completed. (see attached docs) (01/07/2019) **Related Documents:** SD1Goal One Inventory of Learning Experiences 06_19.docx	**Action Taken:** Inventories will be used to inform new and revised curricula and pedagogy. (09/16/2019)
	Task - Catalog opportunities to "create lives of purpose" **Target:** Catalog established **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met Updated drafts of inventory completed. (see attached docs) (01/07/2019) **Related Documents:** SD1Goal One Inventory of Learning Experiences 06_19.docx Audacity A Queer Leadership Experience.pdf Catalyst Leadership Program Brochure.pdf Winter Syllabus UGS 199 Leadership Development.pdf PLC Creating Lives of Purpose.pdf	**Action Taken:** Inventories will be used to inform new and revised curricula and pedagogy. (09/16/2019)
Implement pedagogy and curriculum (SD 1.1) - Implement and/or revise pedagogy and curriculum **Objective Status:** Active **Assessment Year(s):** 2017 2018, 2018 2019, 2019 2020	**Task -** Develop and revise annual curricular changes **Target:** Curriculum implemented **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met New Finance concentration added to MBA. Summer 2019. (01/06/2020)	**Action Taken:** Continue with existing practice for revising current program offerings and for approving new programs. (01/06/2020)
		Reporting Period: 2019 2020 **Result Type:** Target Met Gender Sexuality Women's Studies major degree program including Transgender certificate developed and to be approved in Jan 2020. (12/21/2019)	**Action Taken:** Continue with existing practice for revising current program offerings and for approving new programs. (12/21/2019)

Objectives	Means of Assessment	Results	Actions Taken
		Reporting Period: 2018 2019 **Result Type:** Target Met Online psychology major available. (06/10/2019)	**Action Taken:** Continue with existing practice for revising current program offerings and for approving new programs. (09/16/2019)
		Reporting Period: 2018 2019 **Result Type:** Target Met Online version of INL program developed and approved (06/07/2019)	**Action Taken:** Continue with existing practice for revising current program offerings and for approving new programs. (09/16/2019)
		Reporting Period: 2018 2019 **Result Type:** Target Met Digital Cinema major developed and approved specifically targeting strategic plan goals (06/07/2019)	**Action Taken:** Continue with existing practice for revising current program offerings and for approving new programs. (09/16/2019)
		Reporting Period: 2018 2019 **Result Type:** Target Met Online version of Master of Sciences in Education program developed and curriculum approved. (06/07/2019)	**Action Taken:** Continue with existing practice for revising current program offerings and for approving new programs. (09/16/2019)
		Reporting Period: 2018 2019 **Result Type:** Target Met New Health Care Administration concentration added to MBA. (06/07/2019)	**Action Taken:** Continue with existing practice for revising current program offerings and for approving new programs. (09/16/2019)
	Task - Implement general education curriculum **Target:** Gen Ed curriculum implemented in Fall 2021 **Assessment Status:** Assessment Not Started Yet		
	Task - Implement upper division curriculum **Target:** Upper division curriculum implemented **Assessment Status:** Assessment Not Started Yet		

Goal 2 - SOU will align faculty hiring, promotion and tenure policies, and allocation of other academic resources with the university's mission, vision and strategic plan.

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Revise faculty expectations (SD 1.2) - Faculty expectations and reward systems to be revised for alignment with strategic plan **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020	**Task -** Implement programs within the Center for the Advancement of Teaching and Learning (CATL) focusing on best practices in teaching excellence. **Target:** Programs offered **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met January launch of a community-building initiatives called Faculty Insights a new series of podcasts featuring SOU faculty. (01/06/2020) **Related Documents:** Faculty Insights Website	
		Reporting Period: 2019 2020 **Result Type:** Target Met Diverse selection of programs offered by CATL (see attached) (01/06/2020) **Related Documents:** CATL Inventory of program and services.docx	
	Task - Examine faculty expectations for FPAR **Target:** Summer chairs working group makes recommendations to FPAR task force **Notes:** Convene a subset of program chairs to evaluate teaching, service, and scholarship as components of faculty evaluation and performance **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Phase one results: FPAR task force convened Fall 19 and analyzed the FPAR expectations. Draft report issued to Faculty Senate with preliminary recommendations. (12/17/2019) **Related Documents:** FPAR Task Force Report.docx	**Action Taken:** Revise draft report and its recommendations to inform revision of FPAR process and associated changes to bylaws. (12/18/2019)
	Task - Revise FPAR process **Target:** Revise bylaws as recommended by FPAR task force **Assessment Status:** Assessment Started but not Completed		
	Task - Revise post-tenure review process **Target:** Revise bylaws as recommended by post-tenure review task force **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Not Met The Task Force is in the final stages of gathering information related to post-tenure/promotion review, and beginning to craft a report with recommendations for the Faculty Senate. (12/20/2019)	

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
	Task - Convene task-force to examine and report upon the faculty reward system. **Target:** Task force convened and report developed. **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Task force convened Summer 2019 and report produced. Task force included Bret Anderson, Jackie Apodaca, David Bithell, Paul Condon, Kylan de Vries, Andrew Gay, Larry Gibbs, Joan McBee, John Roden, and Alena Ruggerio. (12/17/2019) **Related Documents:** Report on Faculty Rewards Systems at SOU.pdf	**Action Taken:** Consider recommendations from task force which that focus promoting and supporting scholarship, creative work, and teaching accomplishments. (12/18/2019)
	Task - Develop proposal for course evaluation revisions **Target:** Convene task force and identify recommendations **Notes:** The specific charge of the task force was threefold: to research best practices in teaching evaluations that focus on student learning; to review the use of evaluations for promotion and tenure; and to develop a proposal for student evaluation procedures that are equitable and provide meaningful feedback to faculty. **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Task force convened in Fall 19 and recommendations submitted (12/19/2019) **Related Documents:** Student Evaluation Task Force Report.pdf	**Action Taken:** Recommendations outlined in task force report to inform revisions to course evaluation process. (12/19/2019)
	Task - Implement revisions to course evaluations **Target:** New course evaluation implemented **Notes:** Use recommendations from course evaluation task force **Assessment Status:** Assessment Not Started Yet		

Goal 3 - SOU will develop and utilize resources to ensure affordability of and access to student learning opportunities.

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Implement alternative credentialing (SD 1.3) - Policies and institutional practices shall be put in place to offer new certifications and other alternative credentials. **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020	**Task -** Develop and implement policies and practices for alternative credentials. **Target:** Badges and/or other micro credentials will be available through academic and co-curricular programs. **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Convened stake holders to determine processes, priorities, and partners for industry specific as well as other credentialing opportunities. (12/18/2019)	
		Reporting Period: 2019 2020 **Result Type:** Target Met Researched and selected a credential management platform from Parchment Digital Credential Services to award and transcript alternative credentials. (12/18/2019)	
		Reporting Period: 2019 2020 **Result Type:** Target Met Developed a process map for awarding alternative credentials. (12/18/2019)	
	Process Analysis - Participate in Prior Learning Assessment (PLA) research project **Target:** Inventory all SOU PLA opportunities and report to principal investigator (PI) of study **Notes:** Study conducted by the Council for Adult and Experiential Learning (CAEL). **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Data set of SOU PLA opportunities sent to PI. Feedback report and study's white paper to be received in Jan-Feb of 2020. (12/31/2019)	
	Task - Revise and implement institution-wide Credit for Prior Learning policy **Target:** CPL available to students in AY 19-20. **Notes:** Pending per approval of revised CPL policy. Expected to occur in Winter 2020. **Assessment Status:** Assessment Started but not Completed		
	Task - Expand institutional capacity for Competency Based Education (CBE).	**Reporting Period:** 2019 2020 **Result Type:** Target Met Participation in the National Institute for Learning	

Objectives	Means of Assessment	Results	Actions Taken
	Target: Establish pathways for CBE opportunities for adult and other learners. **Assessment Status:** Assessment Started but not Completed	Outcomes Assessment (NILOA) Learning Recognition Collaborative in Fall 19. Toolkit to be made available by NILOA in early 2020. (11/15/2019) **Related Documents:** NILOA Learning Recognition Collaborative Participation Letter.pdf CBE Framework from Council of Regional Accrediting Commissions.pdf	

Goal 4 - SOU will engage in ongoing assessment of academic and academic support programs in order to further a process of continuous improvement.

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Academic Program Review (SD 1.4) - Establish process and schedule for APR **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020	**Task -** Delegate Work Group to develop formal work process **Target:** Work group convened **Notes:** A schedule of academic programs with expected years for their review will be identified **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met Work group met during Winter/Spring 2019 and developed a draft template for APR (see attached doc) (06/06/2019) **Related Documents:** Academic Program Review Template FIRST DRAFT.pdf	**Action Taken:** Work group results inform template requirements for APR process. (10/21/2019)
		Reporting Period: 2018 2019 **Result Type:** Target Met Pilot programs to use the APR template to complete review, results submitted in Fall 19. (06/06/2019)	**Action Taken:** Results from programs that pilot tested the process were used to modify template. (11/11/2019)
	Task - Revise APR template based on feedback and finding from pilot implementation. **Target:** APR revised **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met APR template, final revision, completed after pilot process with Biology and Business completed. Psychology report to be resubmitted due to underdeveloped "program planning portion" within the report. (12/17/2019) **Related Documents:** Academic Program Review FINAL DRAFT.docx Academic Program Review_Biology 2019.pdf Academic Program Review - Business 2019.pdf	**Action Taken:** Final version of APR template and defined process used in preparation for "hand-off" to SOU Institutional Research. (10/28/2019)
	Task - Implement APR schedule and process **Target:** Review from the identified programs completed on schedule **Notes:** Schedule will identify approximately 1/3 of all academic programs to be reviewed each year. After a three year cycle all programs will have been reviewed. Reviews will begin in Winter quarter and submitted in Spring. **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met Three year APR schedule established. (12/17/2019) **Related Documents:** Academic Program Review Schedule.docx	**Action Taken:** Established schedule to be used to routinize the APR process. (12/18/2019)
		Reporting Period: 2019 2020 **Result Type:** Target Met Process for conducting APR outlined in the APR template. Additionally the Institutional Research Office has been tasked to pull all reports defined in the APR template and distribute to each program chair in the month of January of each academic year for the 10 programs up for review as defined in the schedule of programs document. (12/17/2019)	**Action Taken:** No action necessary. Integration of APR process is complete and conducted through coordination with the Provost's office, University Assessment office, and the Office of Institutional Research. (12/18/2019)
Programmatic Improvement (SD 1.4)	**Task -** Support and participate in the	**Reporting Period:** 2019 2020	

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
- Continually improve academic and support programs by applying annual assessment results and other analysis to program operations and structure. **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020	financial sustainability task force in areas of Academic Affairs oversight **Target:** Support the Success Criteria within the defined Task Force charge. **Notes:** This task force will focus on managing academic program operations as well as relevant Academic Affairs support programs using new software informed by disparate institutional data systems. EAB's Academic Performance Solution (APS) software is being considered. Success criteria relevant to Academic Affairs include creating a faculty-guided process for continual review of SOU's academic program portfolio and developing specific initiatives that will generate additional revenue and/or reduce costs. **Assessment Status:** Assessment Started but not Completed	**Result Type:** Target Met Task force convened with VPFA Perkinson chairing and official charge defined. "Advise the SOU President on how to ensure institutional financial stability for future decades." (see related document) (12/31/2019) **Related Documents:** Presidential Taskforce - Financial Sustainability Charge.pdf	
	Process Analysis - Increase the ability and capacity to apply data to drive program improvement and to inform resource allocation. **Target:** Analyze and apply findings **Notes:** This process will use the information gathered from the financial sustainability task force. **Assessment Status:** Assessment Not Started Yet		
	Process Analysis - Conduct annual review of academic support programs responsible for student success. **Target:** Support programs reviewed **Notes:** Efforts are ongoing to engage 100% of relevant support programs submission and review.	**Reporting Period:** 2019 2020 **Result Type:** Target Not Met 2018-19 Support Program reports submitted and assessed by SPARC (12/17/2019) **Related Documents:** Support Programs 2015-16 Through 2018-19 Annual Reports Status - CHARTS ONLY.pptx Proposed Process Revisions to Academic Support Program	**Action Taken:** Adjustments will be made to the support program review process to mitigate the large number of program coordinators that are choosing to not engage in this review. Possible suggestions include more frequent check-ins with

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
	Assessment Status: Assessment Started but not Completed	Assessment.docx	coordinators, more training/workshop opportunities, more involvement of SPARC members and establish stronger buy-in by upper management. (12/18/2019)
	Process Analysis - Submit the NWCCU mid-cycle accreditation report **Target:** Report submitted **Notes:** The mid-cycle report is a formative and collaborative process required by NWCCU as part of the 7 year accreditation cycle and is used to identify the universities progress toward mission fulfillment. **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Mid-cycle report submitted, evaluation team on site Oct 2019, response from evaluation team received. (12/17/2019) **Related Documents:** SOU Mid-Cycle Report 10_3_19.pdf SOU Mid Cycle Evaluation Team Report Fall 19.pdf	**Action Taken:** Awaiting formal response from NWCCU regarding commendations, recommendations, and/or ad-hoc reporting requirements. (12/18/2019)

SD2: Employer of Choice and Service Excellence at SOU

This summarizes status, actions and the road ahead for two goals within Strategic Direction 2 – Southern Oregon University (SOU) **"will become an employer of choice and provide excellent service to all of its constituents."** There were four specific goals and two of them were identified as immediate priorities (#1 and #4).

- **Goal One:** SOU will develop effective orientation, training and professional development programs as well as a performance management process that rewards employees for continuous improvement.
- **Goal Two**: SOU will improve its customer experience by streamlining business processes.
- **Goal Three**: SOU will align its internal and external communications to foster greater collaboration and enhance its credibility.
- **Goal Four:** SOU will design and implement a program that will develop a culture of service excellence in all employees

Goal one: The new employee Orientation program was initiated on January 2019 and after one full year, 39 employees have attended, 32 of which responded to a feedback survey (82%). Overall experience and comments have been very positive. Since Faculty and Term-by-Term appointments attend a separate orientation through Academic Affairs and their respective divisions, their participation is currently optional. The session begins with President Schott describing the Vision, Mission, Values and Strategic Plan. Then, a "Culture of Service Excellence" overview is provided by me, the Vice President of Finance and Administration. Next is a presentation by our Senior Executive of Equity and Diversity. This is followed by an additional 15 business partners who explain the perks and benefits of their areas and working at SOU. In addition, in 2019 approximately 100 new employees experienced a digital intake process to expedite and streamline required employment paperwork. On the professional development front, we implemented *LinkedIn Learning* and over 4000 videos have been viewed to date. HR partners with Outreach and Engagement to also offer three in-person trainings a year, where all have been well-attended and with wait-lists. The next step is to improve Performance Management for administrator and classified employees, as well as assess the student employment experience.

Goal two: A cadre of employees interested in becoming process improvement facilitators was established. This team has met twice, and developed a Team Drive with industry resources (to establish a tool kit). The accounting process is being streamlined by moving the Service Center accountants under the direct supervision of the Deputy Director of Business Services. This will improve communication and technical competency. In another example, a team was formed to study the student employment process. After multiple team meetings, ideas are being implemented which will streamline (and digitize) the initial application process, simplifying the process (and experience) for future student employees.

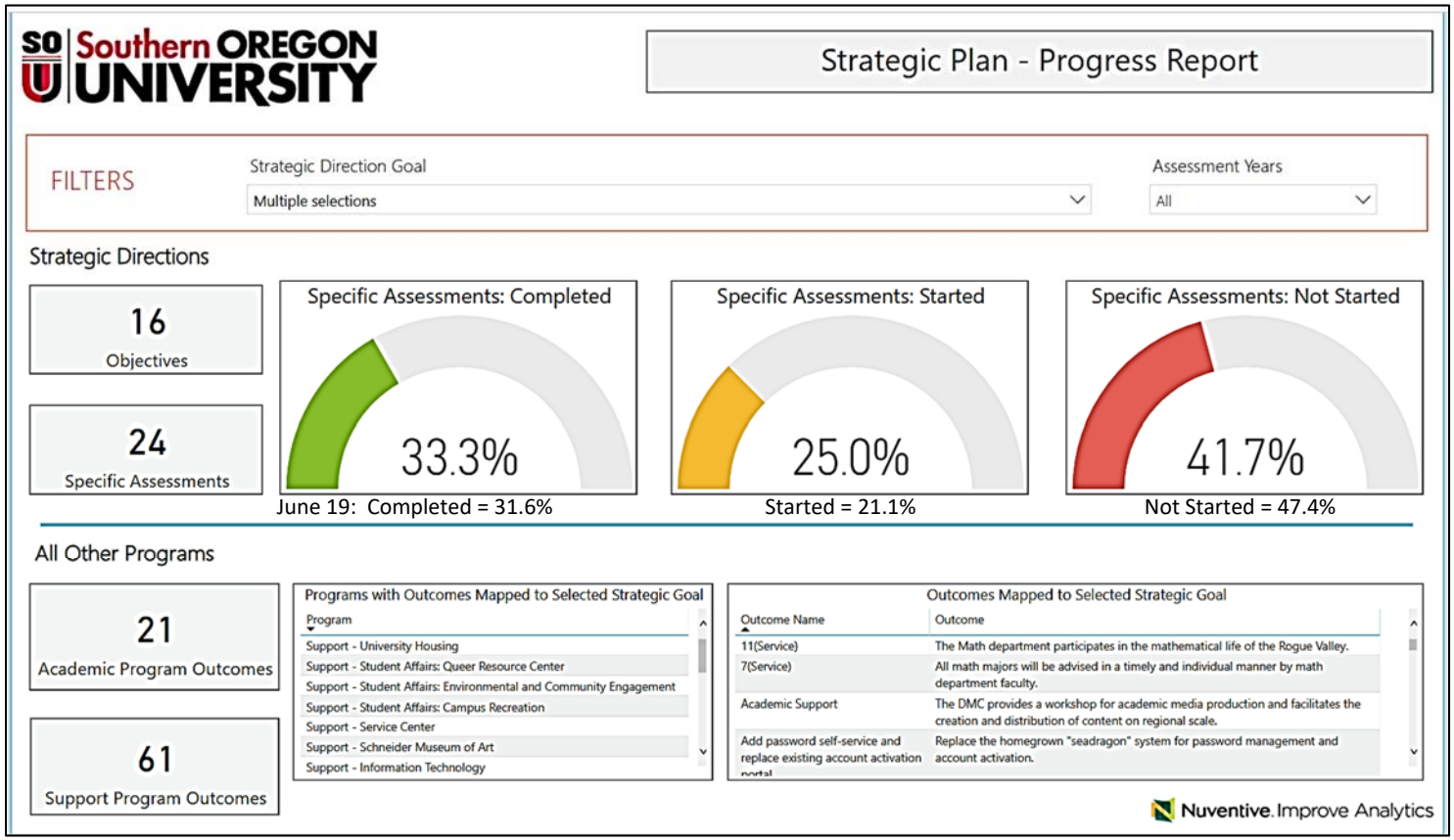
Goal three: On 1/1/2020, the university realigned all units with formal responsibility for internal and external communications. A new Division of University Advancement brings together the departments of Development and Alumni Relations with Marketing, Communications, Governmental Relations and Grants. VP Fratella will lead the Advancement team. We are enthusiastic about the potential for leveraging the university's messages and their various platforms to build a stronger SOU brand and increase external resource development.

Goal four: Creating a culture of ***service excellence***. The President and all Vice Presidents are actively looking for opportunities to recognize excellence with a service excellence COIN. So far, xx COINs have been presented. In addition, COIN recipients are often given a second COIN, with instructions to pay it forward and recognize a peer, or other employee. The ***Institutional Effectiveness*** (IE) program was de-centralized with the Business Affairs Council, and a corrective action tracking tool was developed to support Internal Audit (and improve Management tracking). Risk management is part of the operating rhythm in BAC also. And, IE teams have been formed to pursue process improvement and conduct After Action Reviews (AAR). Six AARs have been conducted to date (documenting what happened, why it happened, identifying options, and deciding on a corrective course of action).

January 2020 Improve Analytics Data of Strategic Plan Progress

Strategic Direction II - SOU will become an employer of choice and provide excellent service to all of its constiuents.

Goals 1 through 4 included in chart below.



Strategic Plan Progress Report - Detail

Strategic Direction 2 - Become an Employer of Choice that Provides Excellent Service

Assessment Coordinator: Greg Perkinson - Strategic Direction 2 Sponsor
Next Program Review: 2018 2019
Program Notes: SOU will become an employer of choice and provide excellent service to all of its constituents.

Goal 1 - SOU will develop effective orientation, training and professional development programs as well as a performance management process that rewards employees for continuous improvement.

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Training and mentoring - Provide training and development opportunities to all employees. **Objective Status:** Active **Assessment Year(s):** 2017 2018, 2018 2019, 2019 2020 **Start Date:** 07/02/2018 **End Date:** 12/31/2019	**Task -** Provide new managers with one-on-one HR orientation on supervisor, manager and compliance best practices/training. **Target:** For example, Collective Bargaining Agreement, University policies, employment law and time and attendance awareness training. **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met HR management met with each new manager hired/promoted who has direct reports to review SOU structure, employee/labor relations and expectations as a supervisor. (03/01/2019)	**Action Taken:** The Classification, Compensation and Recruitment Manger arranges for a meeting with the Director of HR or the Assistant Director of HR within first 30 days of hire or promotion to a supervisory role to cover content and accountability. (01/06/2020)
	Task - Provide access to computer based and in-person development and training **Target:** January 2019 implemented online training for all employees through LinkedIn Learning and HR Sponsored in-person training through Outreach and Engagement. **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met Since January 2019 over 4000 videos have been viewed through LinkedIn Learning. In-person trainings have been well attended and with wait-lists. (01/06/2020)	**Action Taken:** Implemented LinkedIn Learning effective 12/1/2019 to offer online professional development courses to existing SOU employees. (01/06/2020) **Action Taken:** HR partnered with Outreach and Engagement to offer three in-person trainings per year (one each academic term) on the Ashland campus. (01/01/2019)

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
New employee orientation - Implement systematic "onboarding" programs to help new employees optimize performance by forming relationships and accessing central information from the start. **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020 **Start Date:** 05/22/2018 **End Date:** 12/31/2019	**Task -** In-person orientation. All new employees will attend an in-person orientation ideally within the first 30 days of employment. Since Faculty and term x term appointments attend a separate orientation through Academic Affairs and their respective divisions, their participation is currently optional. **Target:** Implement pilot December 2018. **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Since implementation on January 2019, and after one full calendar year, 39 employees have attended and 82% of employees completed survey. Overall experience and comments are very positive. (01/06/2020)	**Action Taken:** Convened business partners and identified perks and information valuable to new employees. Created a PowerPoint to present information in a professional and engaging manner. Orientation includes 18 presenters, three of which include the university's Executive Leadership Team (i.e. President, Vice President for Finance and Administration, Senior Executive for Equity and Diversity). (01/06/2020) **Action Taken:** Implemented onboarding survey for employees who attended in-person new hire orientation. (01/15/2019)
	Task - Digital intake of required employment paperwork. **Target:** Implement January 2019. **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Since implementation, approximately 100 employees have completed new employee paperwork digitally/online. (01/06/2020)	**Action Taken:** Reviewed, selected and deployed the onboarding module within PeopleAdmin. (01/01/2019) **Action Taken:** Previewed digital onboarding module HR business partners so that they understand the new employee digital experience. (01/01/2019)
Internal Communications - Improve internal communications and transparency by providing internal stakeholders sufficient information to enable their active participation in ongoing SOU operations. **Objective Status:** Active **Assessment Year(s):** 2018 2019 **Start Date:** 05/14/2018 **End Date:** 08/10/2018	**Task -** Reorganize to synchronize communications with marketing and enable leadership **Target:** Consistent messaging, integration with alumni, etc. **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2020 2021 **Result Type:** Target Met Establish VP of University Advancement (combines Development with Marketing, Communications, Gov Relations and Grants) (01/01/2020)	**Action Taken:** monitor health of organization and establish KPIs (as next actions) (03/31/2020) **Action Taken:** Organization studied, roles, responsibilities, authority and accountability established. VP Fratella appointed (01/06/2020)
Performance Management - Revise	**Task -** Establish high-level policy,	**Reporting Period:** 2019 2020	**Action Taken:** Identified a task

Objectives	Means of Assessment	Results	Actions Taken
existing Performance Management review program, including policies, process, and forms for administrative and classified staff. Ensure training program for managers **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020, 2020 2021 **Start Date:** 08/01/2018 **End Date:** 12/31/2021	process and forms (Administrators and Classified Staff only) **Target:** Drive employee engagement and active goal setting and development with frequent dialogue as opposed to a year in review. **Notes:** Build a new on-going process for relationships, goal setting, coaching, evaluation and feedback. Convening a task force now for review to improve performance management. **Assessment Status:** Assessment Started but not Completed	**Result Type:** Target Not Met Reviewed the current performance appraisal process and implemented a new and improved performance management program. (01/06/2020)	force group made up of classified, unclassified and SEIU union leadership to review the current performance appraisal process and identify a new and improved performance management program. (01/06/2020) **Action Taken:** Convene the task force group to review, update and develop an effective and engaging performance appraisal form, instructions and process. (01/06/2020)
	Task - Develop training and incorporate (connect) the holistic value of assessing PM reviews in accordance with the SOU vision, mission and Strategic Plan **Target:** This enables Pres / VP / Directors and managers to hold each other accountable for having 'candid conversations' (PM reviews - 2 parts: performance and growth (professional development) **Assessment Status:** Assessment Not Started Yet	**Reporting Period:** 2019 2020 **Result Type:** Target Not Met Train supervisors and employees on new performance management process and expectations (01/06/2020)	**Action Taken:** Develop an effective training of the new performance management process and deliver to employee and management groups. (01/06/2020) **Action Taken:** Report on completion rates under the new performance management program. (01/06/2020)
Student Employment Process - Streamline and improve the student employee new hire experience. **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020, 2020 2021 **Start Date:** 12/01/2019 **End Date:** 12/31/2021	**Task -** Improve student employee job seeking and hiring process. **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Not Met Implemented electronic intake of job advertising information and digital intake of required employment paperwork. (01/06/2020)	**Action Taken:** Utilize Qualtrics to electronically collect information on existing three paper forms (Student Employee Appointment Form, Intent to Hire Form and sample Position Description Form). (01/31/2020) **Action Taken:** Create a process where Handshake (Career Development) and PeopleAdmin (HR) collaborate via systems integration (IT). (01/24/2020)

Objectives	Means of Assessment	Results	Actions Taken
			Action Taken: Implemented PeopleAdmin onboarding for student employee digital intake of required employment paperwork. (01/15/2020)
			Action Taken: Review update and develop an improved student employment experience. (01/06/2020)
			Action Taken: Assessed required utilization of Handshake. (12/15/2019)
			Action Taken: Convened task force made up of HR, Service Center, Payroll, Financial Aid, Enrollment Services, Career Development and Information Technology. (12/01/2019)
	Task - Advertise, promote and train student employees and supervisors on the new student employment process. (Qualtrics, Handshake, PeopleAdmin, Authorized to work) **Assessment Status:** Assessment Not Started Yet	**Reporting Period:** 2020 2021 **Result Type:** Target Not Met Implemented and trained on the use of a single source advertising platform for all student positions (Handshake) and deployed a digital student employment intake process. (01/06/2020)	**Action Taken:** Work with Career Development to recruit and retain student employees through job fairs and other venues. (02/28/2020)
			Action Taken: HR will partner with Career Development to train supervisors on how to hire a student employee. (02/15/2020)
			Action Taken: Work with Marketing and Communications to create flyers, and other promotional material regarding how to hire a student employee. (02/01/2020)
Integrate Service Excellence into Newcomer Orientation program - Develop and implement short introduction for Service Excellence; monitor feedback. **Objective Status:** Active	**Task -** Schedule with Orientation, then implement **Target:** 100% attendance (by presenter) at Orientation **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Teach Service Excellence at every orientation session (03/04/2019)	**Action Taken:** !00% participation... HR conducts employee surveys to obtain feedback (03/04/2019)

Objectives	*Means of Assessment*	*Results*	*Actions Taken*

Assessment Year(s): 2018 2019
Start Date: 01/07/2019
End Date: 12/02/2019

Goal 2 - SOU will improve its customer experience by streamlining business processes.

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Form Service Excellence Work Group - Form Service Excellence Work Group, identify charter and way-ahead **Objective Status:** Active **Assessment Year(s):** 2017 2018 **Start Date:** 04/18/2018 **End Date:** 05/01/2018	**Task -** Cabinet approve WG's framework **Target:** Obtain feedback, get approval of framework, methodology and tools **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met Framework approved (08/06/2018)	
		Reporting Period: 2018 2019 **Result Type:** Target Met Work group formed with clear path (05/01/2018)	**Action Taken:** Group formed (06/01/2018)
Teach model // set expectations with Cabinet; then implement cascading teaching model - Present updated framework and teaching 'vignettes' to cabinet **Objective Status:** Active **Assessment Year(s):** 2017 2018, 2018 2019 **Start Date:** 05/24/2018 **End Date:** 06/04/2018	**Task -** obtain approval of teaching methodology from Cabinet; and validate future timeline **Target:** Approval granted on 2 June **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met Last Division briefings were to Academic Affairs (at retreat) (10/10/2018)	**Action Taken:** Divisions briefed (10/10/2018)
		Reporting Period: 2018 2019 **Result Type:** Target Met Taught remaining Div Directors (10/10/2018)	**Action Taken:** Last briefing at Academic Affairs off-site (10/10/2018)
		Reporting Period: 2019 2020 **Result Type:** Target Met Cabinet approved concept...now implement 'cascading teaching model' (07/09/2018)	**Action Taken:** Managers teach employees (03/27/2020)
			Action Taken: Directors teach Managers (06/28/2019)
Integrate KPIs into service excellence model - Integrate Key Performance Indicators into Service Excellence model; assess data monthly; monitor results **Objective Status:** Active **Assessment Year(s):** 2018 2019 **Start Date:** 08/01/2018 **End Date:** 10/31/2018	**Task -** Conduct Customer Satisfaction Surveys **Target:** 98% customer satisfaction = world class **Assessment Status:** Assessment Started but not Completed		
	Task - Service Recovery - measure volume **Target:** Identify the number, type and resolution of negative customer interface (aka Service Recovery) **Assessment Status:** Assessment Not Started Yet		
	Task - Financial Year-end close out - variance assessment and clean audit **Target:** minimize variance to less than 10% variance to budget; obtain		

Objectives	Means of Assessment	Results	Actions Taken
	clean external audit **Assessment Status:** Assessment Not Started Yet		
Conduct lessons learned review - Conduct review of lessons learned (surveys, interviews and observable data) **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020 **Start Date:** 11/01/2018 **End Date:** 12/31/2018			
Training and mentoring - Provide training and development opportunities to all employees. **Objective Status:** Active **Assessment Year(s):** 2017 2018, 2018 2019, 2019 2020 **Start Date:** 07/02/2018 **End Date:** 12/31/2019	**Task -** Provide new managers with one-on-one HR orientation on supervisor, manager and compliance best practices/training. **Target:** For example, Collective Bargaining Agreement, University policies, employment law and time and attendance awareness training. **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met HR management met with each new manager hired/promoted who has direct reports to review SOU structure, employee/labor relations and expectations as a supervisor. (03/01/2019)	**Action Taken:** The Classification, Compensation and Recruitment Manger arranges for a meeting with the Director of HR or the Assistant Director of HR within first 30 days of hire or promotion to a supervisory role to cover content and accountability. (01/06/2020)
	Task - Provide access to computer based and in-person development and training **Target:** January 2019 implemented online training for all employees through LinkedIn Learning and HR Sponsored in-person training through Outreach and Engagement. **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met Since January 2019 over 4000 videos have been viewed through LinkedIn Learning. In-person trainings have been well attended and with wait-lists. (01/06/2020)	**Action Taken:** Implemented LinkedIn Learning effective 12/1/2019 to offer online professional development courses to existing SOU employees. (01/06/2020) **Action Taken:** HR partnered with Outreach and Engagement to offer three in-person trainings per year (one each academic term) on the Ashland campus. (01/01/2019)
New employee orientation - Implement systematic “onboarding” programs to help new employees optimize performance by forming	**Task -** In-person orientation. All new employees will attend an in-person orientation ideally within the first 30 days of employment. Since Faculty	**Reporting Period:** 2019 2020 **Result Type:** Target Met Since implementation on January 2019, and after one full calendar year, 39 employees have attended and 82% of	**Action Taken:** Convened business partners and identified perks and information valuable to new employees. Created a PowerPoint

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
relationships and accessing central information from the start. **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020 **Start Date:** 05/22/2018 **End Date:** 12/31/2019	and term x term appointments attend a separate orientation through Academic Affairs and their respective divisions, their participation is currently optional. **Target:** Implement pilot December 2018. **Assessment Status:** Assessment Completed	employees completed survey. Overall experience and comments are very positive. (01/06/2020)	to present information in a professional and engaging manner. Orientation includes 18 presenters, three of which include the university's Executive Leadership Team (i.e. President, Vice President for Finance and Administration, Senior Executive for Equity and Diversity). (01/06/2020) **Action Taken:** Implemented onboarding survey for employees who attended in-person new hire orientation. (01/15/2019)
	Task - Digital intake of required employment paperwork. **Target:** Implement January 2019. **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Since implementation, approximately 100 employees have completed new employee paperwork digitally/online. (01/06/2020)	**Action Taken:** Reviewed, selected and deployed the onboarding module within PeopleAdmin. (01/01/2019) **Action Taken:** Previewed digital onboarding module HR business partners so that they understand the new employee digital experience. (01/01/2019)
Create strategic Communications plan - Create a strategic communications plan to guide our efforts; create uniform standards and facilitate effective communications to establish a baseline of perspectives regarding SOU **Objective Status:** Active **Assessment Year(s):** 2018 2019 **Start Date:** 07/16/2018 **End Date:** 09/28/2018			
Create a strong external web presence - Create a strong external presence by ensuring that program, department, and division public web pages have a specific design and core	**Directly Related to Outcome**	**Reporting Period:** 2019 2020 **Result Type:** Target Met Relocated Web Designer to IT (co-locate) (12/13/2019)	**Action Taken:** Move Sean from Marketing to IT (with Francisco) (12/13/2019)

Objectives	Means of Assessment	Results	Actions Taken
content **Objective Status:** Active **Assessment Year(s):** 2017 2018, 2018 2019 **Start Date:** 04/02/2018 **End Date:** 12/31/2018			
Internal Communications - Improve internal communications and transparency by providing internal stakeholders sufficient information to enable their active participation in ongoing SOU operations. **Objective Status:** Active **Assessment Year(s):** 2018 2019 **Start Date:** 05/14/2018 **End Date:** 08/10/2018	**Task -** Reorganize to synchronize communications with marketing and enable leadership **Target:** Consistent messaging, integration with alumni, etc. **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2020 2021 **Result Type:** Target Met Establish VP of University Advancement (combines Development with Marketing, Communications, Gov Relations and Grants) (01/01/2020)	**Action Taken:** monitor health of organization and establish KPIs (as next actions) (03/31/2020) **Action Taken:** Organization studied, roles, responsibilities, authority and accountability established. VP Fratella appointed (01/06/2020)
Establish Process Improvement Cadre and capability - Develop an organic Process Improvement capability **Objective Status:** Active **Assessment Year(s):** 2019 2020, 2020 2021 **Start Date:** 10/01/2019 **End Date:** 10/01/2020	**Task -** Form team, communicate vision and discuss resourcing **Target:** Complete **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Team formed, vision briefed, and resource requirements identified. (10/18/2019)	**Action Taken:** Build-out resource and training materials (11/01/2019) **Action Taken:** Team Formed, agenda discussed...next actions identified (10/18/2019)
	Task - Determine potential PI opportunities; form (and charter) team and initiate process **Target:** drive engagement (and savings) **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2020 2021 **Result Type:** Target Met Meeting with cadre held. Potential PI ideas were presented (11/22/2019)	**Action Taken:** Team meeting held. Initial topics discussed (01/06/2020) **Action Taken:** Irregular Employment Agreement PI 'reinvigorated' (12/12/2019) **Action Taken:** Student Employment PI effort initiated (12/02/2019)
Student Employment Process - Streamline and improve the student employee new hire experience. **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020, 2020 2021 **Start Date:** 12/01/2019	**Task -** Improve student employee job seeking and hiring process. **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Not Met Implemented electronic intake of job advertising information and digital intake of required employment paperwork. (01/06/2020)	**Action Taken:** Utilize Qualtrics to electronically collect information on existing three paper forms (Student Employee Appointment Form, Intent to Hire Form and sample Position Description Form). (01/31/2020)

Objectives	Means of Assessment	Results	Actions Taken
End Date: 12/31/2021			**Action Taken:** Create a process where Handshake (Career Development) and PeopleAdmin (HR) collaborate via systems integration (IT). (01/24/2020) **Action Taken:** Implemented PeopleAdmin onboarding for student employee digital intake of required employment paperwork. (01/15/2020) **Action Taken:** Review update and develop an improved student employment experience. (01/06/2020) **Action Taken:** Assessed required utilization of Handshake. (12/15/2019) **Action Taken:** Convened task force made up of HR, Service Center, Payroll, Financial Aid, Enrollment Services, Career Development and Information Technology. (12/01/2019)
	Task - Advertise, promote and train student employees and supervisors on the new student employment process. (Qualtrics, Handshake, PeopleAdmin, Authorized to work) **Assessment Status:** Assessment Not Started Yet	**Reporting Period:** 2020 2021 **Result Type:** Target Not Met Implemented and trained on the use of a single source advertising platform for all student positions (Handshake) and deployed a digital student employment intake process. (01/06/2020)	**Action Taken:** Work with Career Development to recruit and retain student employees through job fairs and other venues. (02/28/2020) **Action Taken:** HR will partner with Career Development to train supervisors on how to hire a student employee. (02/15/2020) **Action Taken:** Work with Marketing and Communications to create flyers, and other promotional material regarding how to hire a student employee. (02/01/2020)
Performance Management - Revise	**Task -** Establish high-level policy,	**Reporting Period:** 2019 2020	

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
existing Performance Management review program, including policies, process, and forms for administrative and classified staff. Ensure training program for managers **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020, 2020 2021 **Start Date:** 08/01/2018 **End Date:** 12/31/2021	process and forms (Administrators and Classified Staff only) **Target:** Drive employee engagement and active goal setting and development with frequent dialogue as opposed to a year in review. **Notes:** Build a new on-going process for relationships, goal setting, coaching, evaluation and feedback. Convening a task force now for review to improve performance management. **Assessment Status:** Assessment Started but not Completed	**Result Type:** Target Not Met Reviewed the current performance appraisal process and implemented a new and improved performance management program. (01/06/2020)	**Action Taken:** Identified a task force group made up of classified, unclassified and SEIU union leadership to review the current performance appraisal process and identify a new and improved performance management program. (01/06/2020) **Action Taken:** Convene the task force group to review, update and develop an effective and engaging performance appraisal form, instructions and process. (01/06/2020)
	Task - Develop training and incorporate (connect) the holistic value of assessing PM reviews in accordance with the SOU vision, mission and Strategic Plan **Target:** This enables Pres / VP / Directors and managers to hold each other accountable for having 'candid conversations' (PM reviews - 2 parts: performance and growth (professional development) **Assessment Status:** Assessment Not Started Yet	**Reporting Period:** 2019 2020 **Result Type:** Target Not Met Train supervisors and employees on new performance management process and expectations (01/06/2020)	**Action Taken:** Develop an effective training of the new performance management process and deliver to employee and management groups. (01/06/2020) **Action Taken:** Report on completion rates under the new performance management program. (01/06/2020)

Goal 3 - SOU will align its internal and external communications to foster greater collaboration and enhance its credibility.

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Teach model // set expectations with Cabinet; then implement cascading teaching model - Present updated framework and teaching 'vignettes' to cabinet **Objective Status:** Active **Assessment Year(s):** 2017 2018, 2018 2019 **Start Date:** 05/24/2018 **End Date:** 06/04/2018	**Task -** obtain approval of teaching methodology from Cabinet; and validate future timeline **Target:** Approval granted on 2 June **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met Last Division briefings were to Academic Affairs (at retreat) (10/10/2018)	**Action Taken:** Divisions briefed (10/10/2018)
		Reporting Period: 2018 2019 **Result Type:** Target Met Taught remaining Div Directors (10/10/2018)	**Action Taken:** Last briefing at Academic Affairs off-site (10/10/2018)
		Reporting Period: 2019 2020 **Result Type:** Target Met Cabinet approved concept...now implement 'cascading teaching model' (07/09/2018)	**Action Taken:** Managers teach employees (03/27/2020) **Action Taken:** Directors teach Managers (06/28/2019)
Conduct lessons learned review - Conduct review of lessons learned (surveys, interviews and observable data) **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020 **Start Date:** 11/01/2018 **End Date:** 12/31/2018			
Create strategic Communications plan - Create a strategic communications plan to guide our efforts; create uniform standards and facilitate effective communications to establish a baseline of perspectives regarding SOU **Objective Status:** Active **Assessment Year(s):** 2018 2019 **Start Date:** 07/16/2018 **End Date:** 09/28/2018			
Create a strong external web presence - Create a strong external presence by ensuring that program, department, and division public web	**Directly Related to Outcome**	**Reporting Period:** 2019 2020 **Result Type:** Target Met Relocated Web Designer to IT (co-locate) (12/13/2019)	**Action Taken:** Move Sean from Marketing to IT (with Francisco) (12/13/2019)

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
pages have a specific design and core content **Objective Status:** Active **Assessment Year(s):** 2017 2018, 2018 2019 **Start Date:** 04/02/2018 **End Date:** 12/31/2018			
Internal Communications - Improve internal communications and transparency by providing internal stakeholders sufficient information to enable their active participation in ongoing SOU operations. **Objective Status:** Active **Assessment Year(s):** 2018 2019 **Start Date:** 05/14/2018 **End Date:** 08/10/2018	**Task -** Reorganize to synchronize communications with marketing and enable leadership **Target:** Consistent messaging, integration with alumni, etc. **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2020 2021 **Result Type:** Target Met Establish VP of University Advancement (combines Development with Marketing, Communications, Gov Relations and Grants) (01/01/2020)	**Action Taken:** monitor health of organization and establish KPIs (as next actions) (03/31/2020) **Action Taken:** Organization studied, roles, responsibilities, authority and accountability established. VP Fratella appointed (01/06/2020)
Integrate Service Excellence into Newcomer Orientation program - Develop and implement short introduction for Service Excellence; monitor feedback. **Objective Status:** Active **Assessment Year(s):** 2018 2019 **Start Date:** 01/07/2019 **End Date:** 12/02/2019	**Task -** Schedule with Orientation, then implement **Target:** 100% attendance (by presenter) at Orientation **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Teach Service Excellence at every orientation session (03/04/2019)	**Action Taken:** !00% participation... HR conducts employee surveys to obtain feedback (03/04/2019)

Goal 4 - SOU will design and implement a program that will develop a culture of service excellence in all employees.

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Form Service Excellence Work Group - Form Service Excellence Work Group, identify charter and way-ahead **Objective Status:** Active **Assessment Year(s):** 2017 2018 **Start Date:** 04/18/2018 **End Date:** 05/01/2018	**Task -** Cabinet approve WG's framework **Target:** Obtain feedback, get approval of framework, methodology and tools **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met Framework approved (08/06/2018)	
		Reporting Period: 2018 2019 **Result Type:** Target Met Work group formed with clear path (05/01/2018)	**Action Taken:** Group formed (06/01/2018)
Develop Service Excellence Framework - Study relative benchmarks, discuss pros/cons and coordinate framework for approval/implementation **Objective Status:** Active **Assessment Year(s):** 2017 2018 **Start Date:** 05/01/2018 **End Date:** 05/24/2018	**Task -** Present Framework to Executive Council and Cabinet, receive feedback and amend as required for implementation **Target:** Verbal review and Approval **Notes:** briefed on 14 May **Assessment Status:** Assessment Completed **Related Documents:** Service Excellence.pptx	**Reporting Period:** 2018 2019 **Result Type:** Target Met Framework developed, and briefed (01/04/2020)	**Action Taken:** Framework developed (06/15/2018)
		Reporting Period: 2017 2018 **Result Type:** Target Met J. King suggested referring to empowerment; Scott recommended considering how/when use of "customer" is presented (05/24/2018)	**Action Taken:** Met with Jeanne S and Cynthia Scherr to discuss S.E. framework, implementation, and validate values in the model. (05/24/2018)
Teach model // set expectations with Cabinet; then implement cascading teaching model - Present updated framework and teaching 'vignettes' to cabinet **Objective Status:** Active **Assessment Year(s):** 2017 2018, 2018 2019 **Start Date:** 05/24/2018 **End Date:** 06/04/2018	**Task -** obtain approval of teaching methodology from Cabinet; and validate future timeline **Target:** Approval granted on 2 June **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met Last Division briefings were to Academic Affairs (at retreat) (10/10/2018)	**Action Taken:** Divisions briefed (10/10/2018)
		Reporting Period: 2018 2019 **Result Type:** Target Met Taught remaining Div Directors (10/10/2018)	**Action Taken:** Last briefing at Academic Affairs off-site (10/10/2018)
		Reporting Period: 2019 2020 **Result Type:** Target Met Cabinet approved concept...now implement 'cascading teaching model' (07/09/2018)	**Action Taken:** Managers teach employees (03/27/2020) **Action Taken:** Directors teach Managers (06/28/2019)
Integrate KPIs into service excellence model - Integrate Key Performance Indicators into Service Excellence model; assess data monthly; monitor results **Objective Status:** Active	**Task -** Conduct Customer Satisfaction Surveys **Target:** 98% customer satisfaction = world class **Assessment Status:** Assessment Started but not Completed		

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Assessment Year(s): 2018 2019 **Start Date:** 08/01/2018 **End Date:** 10/31/2018	**Task -** Service Recovery - measure volume **Target:** Identify the number, type and resolution of negative customer interface (aka Service Recovery) **Assessment Status:** Assessment Not Started Yet		
	Task - Financial Year-end close out - variance assessment and clean audit **Target:** minimize variance to less than 10% variance to budget; obtain clean external audit **Assessment Status:** Assessment Not Started Yet		
Present initial results to Board - Provide holistic review of framework and initial results to Board **Objective Status:** Active **Assessment Year(s):** 2018 2019 **Start Date:** 11/01/2018 **End Date:** 11/21/2018			
Conduct lessons learned review - Conduct review of lessons learned (surveys, interviews and observable data) **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020 **Start Date:** 11/01/2018 **End Date:** 12/31/2018			
Training and mentoring - Provide training and development opportunities to all employees. **Objective Status:** Active **Assessment Year(s):** 2017 2018, 2018 2019, 2019 2020 **Start Date:** 07/02/2018 **End Date:** 12/31/2019	**Task -** Provide new managers with one-on-one HR orientation on supervisor, manager and compliance best practices/training. **Target:** For example, Collective Bargaining Agreement, University policies, employment law and time and attendance awareness training. **Assessment Status:** Assessment	**Reporting Period:** 2018 2019 **Result Type:** Target Met HR management met with each new manager hired/promoted who has direct reports to review SOU structure, employee/labor relations and expectations as a supervisor. (03/01/2019)	**Action Taken:** The Classification, Compensation and Recruitment Manger arranges for a meeting with the Director of HR or the Assistant Director of HR within first 30 days of hire or promotion to a supervisory role to cover content and accountability. (01/06/2020)

Objectives	Means of Assessment	Results	Actions Taken
	Completed		
	Task - Provide access to computer based and in-person development and training **Target:** January 2019 implemented online training for all employees through LinkedIn Learning and HR Sponsored in-person training through Outreach and Engagement. **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met Since January 2019 over 4000 videos have been viewed through LinkedIn Learning. In-person trainings have been well attended and with wait-lists. (01/06/2020)	**Action Taken:** Implemented LinkedIn Learning effective 12/1/2019 to offer online professional development courses to existing SOU employees. (01/06/2020) **Action Taken:** HR partnered with Outreach and Engagement to offer three in-person trainings per year (one each academic term) on the Ashland campus. (01/01/2019)
New employee orientation - Implement systematic "onboarding" programs to help new employees optimize performance by forming relationships and accessing central information from the start. **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020 **Start Date:** 05/22/2018 **End Date:** 12/31/2019	**Task -** In-person orientation. All new employees will attend an in-person orientation ideally within the first 30 days of employment. Since Faculty and term x term appointments attend a separate orientation through Academic Affairs and their respective divisions, their participation is currently optional. **Target:** Implement pilot December 2018. **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Since implementation on January 2019, and after one full calendar year, 39 employees have attended and 82% of employees completed survey. Overall experience and comments are very positive. (01/06/2020)	**Action Taken:** Convened business partners and identified perks and information valuable to new employees. Created a PowerPoint to present information in a professional and engaging manner. Orientation includes 18 presenters, three of which include the university's Executive Leadership Team (i.e. President, Vice President for Finance and Administration, Senior Executive for Equity and Diversity). (01/06/2020) **Action Taken:** Implemented onboarding survey for employees who attended in-person new hire orientation. (01/15/2019)
	Task - Digital intake of required employment paperwork. **Target:** Implement January 2019. **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Since implementation, approximately 100 employees have completed new employee paperwork digitally/online. (01/06/2020)	**Action Taken:** Reviewed, selected and deployed the onboarding module within PeopleAdmin. (01/01/2019) **Action Taken:** Previewed digital onboarding module HR business partners so that they understand the new employee digital

Objectives	Means of Assessment	Results	Actions Taken
			experience. (01/01/2019)
Create strategic Communications plan - Create a strategic communications plan to guide our efforts; create uniform standards and facilitate effective communications to establish a baseline of perspectives regarding SOU **Objective Status:** Active **Assessment Year(s):** 2018 2019 **Start Date:** 07/16/2018 **End Date:** 09/28/2018			
Internal Communications - Improve internal communications and transparency by providing internal stakeholders sufficient information to enable their active participation in ongoing SOU operations. **Objective Status:** Active **Assessment Year(s):** 2018 2019 **Start Date:** 05/14/2018 **End Date:** 08/10/2018	**Task -** Reorganize to synchronize communications with marketing and enable leadership **Target:** Consistent messaging, integration with alumni, etc. **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2020 2021 **Result Type:** Target Met Establish VP of University Advancement (combines Development with Marketing, Communications, Gov Relations and Grants) (01/01/2020)	**Action Taken:** monitor health of organization and establish KPIs (as next actions) (03/31/2020) **Action Taken:** Organization studied, roles, responsibilities, authority and accountability established. VP Fratella appointed (01/06/2020)
Establish Process Improvement Cadre and capability - Develop an organic Process Improvement capability **Objective Status:** Active **Assessment Year(s):** 2019 2020, 2020 2021 **Start Date:** 10/01/2019 **End Date:** 10/01/2020	**Task -** Form team, communicate vision and discuss resourcing **Target:** Complete **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Team formed, vision briefed, and resource requirements identified. (10/18/2019)	**Action Taken:** Build-out resource and training materials (11/01/2019) **Action Taken:** Team Formed, agenda discussed...next actions identified (10/18/2019)
	Task - Determine potential PI opportunities; form (and charter) team and initiate process **Target:** drive engagement (and savings) **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2020 2021 **Result Type:** Target Met Meeting with cadre held. Potential PI ideas were presented (11/22/2019)	**Action Taken:** Team meeting held. Initial topics discussed (01/06/2020) **Action Taken:** Irregular Employment Agreement PI 'reinvigorated' (12/12/2019) **Action Taken:** Student Employment PI effort initiated (12/02/2019)

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Student Employment Process - Streamline and improve the student employee new hire experience. **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020, 2020 2021 **Start Date:** 12/01/2019 **End Date:** 12/31/2021	**Task -** Improve student employee job seeking and hiring process. **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Not Met Implemented electronic intake of job advertising information and digital intake of required employment paperwork. (01/06/2020)	**Action Taken:** Utilize Qualtrics to electronically collect information on existing three paper forms (Student Employee Appointment Form, Intent to Hire Form and sample Position Description Form). (01/31/2020) **Action Taken:** Create a process where Handshake (Career Development) and PeopleAdmin (HR) collaborate via systems integration (IT). (01/24/2020) **Action Taken:** Implemented PeopleAdmin onboarding for student employee digital intake of required employment paperwork. (01/15/2020) **Action Taken:** Review update and develop an improved student employment experience. (01/06/2020) **Action Taken:** Assessed required utilization of Handshake. (12/15/2019) **Action Taken:** Convened task force made up of HR, Service Center, Payroll, Financial Aid, Enrollment Services, Career Development and Information Technology. (12/01/2019)
	Task - Advertise, promote and train student employees and supervisors on the new student employment process. (Qualtrics, Handshake, PeopleAdmin, Authorized to work) **Assessment Status:** Assessment Not Started Yet	**Reporting Period:** 2020 2021 **Result Type:** Target Not Met Implemented and trained on the use of a single source advertising platform for all student positions (Handshake) and deployed a digital student employment intake process. (01/06/2020)	**Action Taken:** Work with Career Development to recruit and retain student employees through job fairs and other venues. (02/28/2020) **Action Taken:** HR will partner with Career Development to train supervisors on how to hire a student employee. (02/15/2020)

Objectives	Means of Assessment	Results	Actions Taken
			Action Taken: Work with Marketing and Communications to create flyers, and other promotional material regarding how to hire a student employee. (02/01/2020)
Performance Management - Revise existing Performance Management review program, including policies, process, and forms for administrative and classified staff. Ensure training program for managers **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020, 2020 2021 **Start Date:** 08/01/2018 **End Date:** 12/31/2021	**Task -** Establish high-level policy, process and forms (Administrators and Classified Staff only) **Target:** Drive employee engagement and active goal setting and development with frequent dialogue as opposed to a year in review. **Notes:** Build a new on-going process for relationships, goal setting, coaching, evaluation and feedback. Convening a task force now for review to improve performance management. **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Not Met Reviewed the current performance appraisal process and implemented a new and improved performance management program. (01/06/2020)	**Action Taken:** Identified a task force group made up of classified, unclassified and SEIU union leadership to review the current performance appraisal process and identify a new and improved performance management program. (01/06/2020) **Action Taken:** Convene the task force group to review, update and develop an effective and engaging performance appraisal form, instructions and process. (01/06/2020)
	Task - Develop training and incorporate (connect) the holistic value of assessing PM reviews in accordance with the SOU vision, mission and Strategic Plan **Target:** This enables Pres / VP / Directors and managers to hold each other accountable for having 'candid conversations' (PM reviews - 2 parts: performance and growth (professional development) **Assessment Status:** Assessment Not Started Yet	**Reporting Period:** 2019 2020 **Result Type:** Target Not Met Train supervisors and employees on new performance management process and expectations (01/06/2020)	**Action Taken:** Develop an effective training of the new performance management process and deliver to employee and management groups. (01/06/2020) **Action Taken:** Report on completion rates under the new performance management program. (01/06/2020)

SD3: Environmental Sustainability and Collaborative Research to Promote an Ecologically Resilient Bioregion

- Goal One: SOU will be a model sustainable institution of higher education, integrating sustainable planning, practices, policies and education throughout the university.
- Goal Two: SOU will strengthen its organizational and financial infrastructure to support the advancement, promotion and reach of environmental sustainability at SOU.
- Goal Three: SOU will integrate sustainability, the environment and conservation into its curriculum, scholarship and creative activity.

The American Association of State Colleges and Universities (AASCU) recognized Southern Oregon University this year's recipient of the organization's Excellence and Innovation Award for comprehensive sustainability and sustainable development. AASCU recognized SOU for developing "a comprehensive and impactful sustainability program by collaborating across operations, academics and engagement." The higher education organization noted that SOU has achieved energy savings of 121,000 kilowatt hours annually, an increase in campus solar electricity generation of 319 percent in the past five years and reductions in drive-alone trips of 24 percent for students and 15 percent for employees. SOU is the nation's first university to offset 100 percent of its water use with Water Restoration Certificates purchased by student government. President Linda Schott and Board of Trustees member Sheila Clough received the university's Excellence and Innovation Award at the Oct. 27 opening session of AASCU's annual meeting in Phoenix, Arizona. Further information can be found at https://news.sou.edu/2019/10/sou-receives-national-excellence-innovation-award-sustainability/

A successful search was completed with the appointment of Rebecca Walker as the new Sustainability and Recycling Manager. Rebecca started in November 2019 and has been familiarizing herself with SOU climate change and sustainability to date and identifying how to build on SOU's work integrating sustainability and achieving transformative change. For more information, please visit https://news.sou.edu/2019/11/rebecca-walker-hired-as-sous-new-sustainability-and-recycling-manager/. An interview with Rebecca on Jefferson Public Radio, on December 10th 2019 can be found at https://www.ijpr.org/post/teaching-sustainability-and-recycling-next-generation#stream/0

SOU's Sustainability Council continues to meet and met in November 2019. Following this meeting, SOU's updated Green Purchasing Policy is under final review.

Food systems and food waste is a significant issue with 1/3 of all food in the U.S going to waste across the supply chain. This gives rise to greenhouse gas emissions as well as links multiple strategic agendas such as food insecurity, health, economy and climate change. Progress in this area at SOU includes:

- SOU has been awarded a $7,512 grant from the Oregon Department of Environmental Quality to try a logical means of reducing food waste on campus: use smaller plates. The grant pays to replace 10.5-inch plates with nine-inch plates at The Hawk student dining commons. SOU's grant application explains that "studies have shown a reduction in plate size can lead to a reduction in food waste as patrons eat the portions allotted on the smaller plate. Larger plates tend toward food waste as patrons take more food than the individual can consume in one sitting. The impact of the study is being monitored and the larger plates are being reused for events.
- SOU has published its first year's results of progress towards its commitment that by 2023, at least 20% of SOU's food and beverage expenses will be spent purchasing "real food" or food that meets specific qualifications in categories of ecologically sound, humane, fair, and/or locally sourced. SOU also committed to establishing a

transparent reporting system and annual progress reports to evaluate where the SOU Real Food Challenge team should focus. After only one year of implementation and calculating invoices representing 2018-19 purchases, SOU is officially reached 9% third party verified real food.

- Future action will be looking at how to further reduce food waste and composting of food waste so that the waste that is produced is recovered and diverted from landfill.

SOU continues to work with the community and promote sustainability. The new Sustainability and Recycling Manager has been working with members of the City of Ashland Conservation and Climate Outreach Commission on the use of single use items particularly plastic and presented at the December meeting on prohibiting and reducing use of these items. This follows the plastic bag ban and straws on demand at State level and is also in line with City of Ashland's Climate and Energy Plan in addressing consumption emissions. The Commission supported to continue this work and for the waste prevention sub-committee to propose options for City of Ashland.

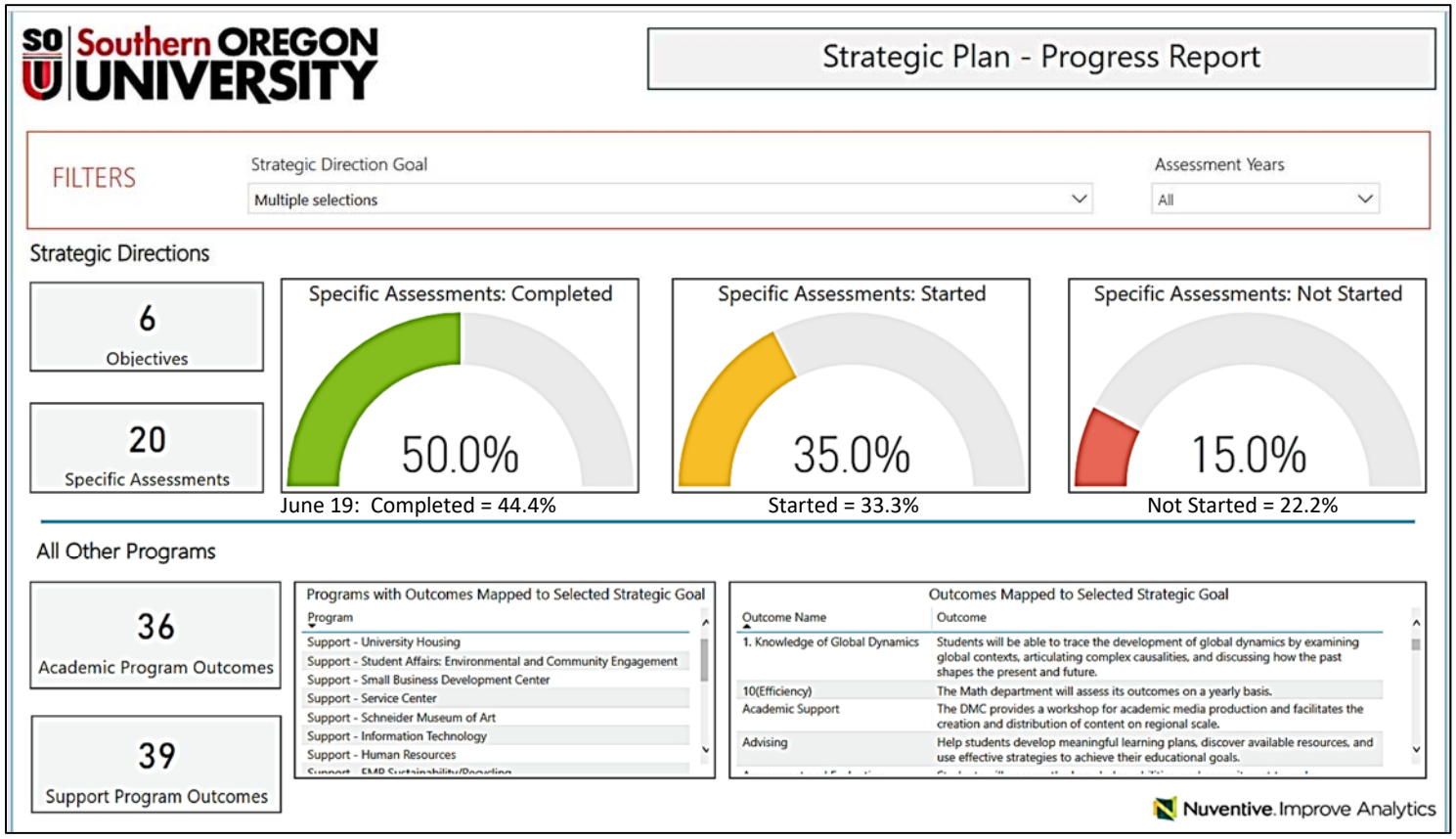
As part of integrating sustainability into the curriculum, SOU has developed the Sustainability Curriculum Initiative (SOUSCI). This is an initiative between the Division of Business, Communication and Environment with the Advancement of Teaching and Learning. Each faculty within this division is committed to substantially change some component of their course's curriculum and/or pedagogy to incorporate a commitment to sustainability.

Following the STARS silver Award in March 2019, SOU internal audit carried out an audit of the processes in place to report for STARS which will also contribute to further credits. Internal Audit did not observe any material inaccuracy or inadequacy in the STARS submission. The results of this audit should provide additional points and can reasonably be re-performed in the future. Internal Audit commends the Facilities Management and Planning team for its sustainability efforts.

January 2020 Improve Analytics Data of Strategic Plan Progress

Strategic Direction III - SOU will actively model an environmentally sustainable campus and engage in collaborative research to promote an ecologically-resilient bioregion.

Goals 1 through 3 included in chart below.



Strategic Plan Progress Report - Detail

Strategic Direction 3 - Support Campus Sustainability & Ecological Resilience for the Bioregion

Assessment Coordinator: Greg Perkinson - Strategic Direction 3 Sponsor
Next Program Review: 2018 2019
Program Notes: SOU will actively model an environmentally sustainable campus and engage in collaborative research to promote an ecologically-resilient bioregion.

Goal 1 - SOU will be a model sustainable institution of higher education, integrating sustainable planning, practices, policies, and education throughout the university.

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Study Organization structure - Determine how to integrate the Farm at SOU into Sustainability program requirements **Objective Status:** Active **Assessment Year(s):** 2018 2019 **Start Date:** 05/15/2019 **End Date:** 10/31/2019	**Task -** Study options and present to President **Target:** Thorough analysis **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Developed, presented, and approved (12/30/2019)	
Sustainability Program Leadership (hiring) - Determine scope of new Director of Sustainability position; ensuring horizontal integration **Objective Status:** Active **Assessment Year(s):** 2018 2019 **Start Date:** 05/15/2019 **End Date:** 10/31/2019	**Task -** Discuss Sustainability Leadership position **Target:** Right level...right person **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Rebecca hired...moving forward (12/30/2019)	**Action Taken:** Hired new Program Manager! (12/30/2019)
Improve / Create Sustainable Food System - Develop actionable ways to improve components of the food system **Objective Status:** Active	**Task -** Implement Real Food Challenge **Target:** 20% Real Food by 2023 **Notes:** At 10% so far **Assessment Status:** Assessment		

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Assessment Year(s): 2019 2020, 2020 2021 **Start Date:** 12/30/2019 **End Date:** 01/29/2021	Started but not Completed		
	Task - Reduce food waste by reducing plate size **Target:** overall - 20% redux in one year **Notes:** yee haw **Assessment Status:** Assessment Completed		
	Survey - Improve Food Waste - composting **Target:** Improve, and increase type and volume **Assessment Status:** Assessment Started but not Completed		

Goal 2 - SOU will strengthen its organizational and financial infrastructure to support the advancement, promotion and reach of environmental sustainability at SOU.

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Study Organization structure - Determine how to integrate the Farm at SOU into Sustainability program requirements **Objective Status:** Active **Assessment Year(s):** 2018 2019 **Start Date:** 05/15/2019 **End Date:** 10/31/2019	**Task -** Study options and present to President **Target:** Thorough analysis **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Developed, presented, and approved (12/30/2019)	
Sustainability Program Leadership (hiring) - Determine scope of new Director of Sustainability position; ensuring horizontal integration **Objective Status:** Active **Assessment Year(s):** 2018 2019 **Start Date:** 05/15/2019 **End Date:** 10/31/2019	**Task -** Discuss Sustainability Leadership position **Target:** Right level...right person **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Rebecca hired...moving forward (12/30/2019)	**Action Taken:** Hired new Program Manager! (12/30/2019)

Goal 3 - SOU will integrate sustainability, the environment, and conservation into its curriculum, scholarship, and creative activity.

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Study Organization structure - Determine how to integrate the Farm at SOU into Sustainability program requirements **Objective Status:** Active **Assessment Year(s):** 2018 2019 **Start Date:** 05/15/2019 **End Date:** 10/31/2019	**Task -** Study options and present to President **Target:** Thorough analysis **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Developed, presented, and approved (12/30/2019)	
Sustainability Program Leadership (hiring) - Determine scope of new Director of Sustainability position; ensuring horizontal integration **Objective Status:** Active **Assessment Year(s):** 2018 2019 **Start Date:** 05/15/2019 **End Date:** 10/31/2019	**Task -** Discuss Sustainability Leadership position **Target:** Right level...right person **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Rebecca hired...moving forward (12/30/2019)	**Action Taken:** Hired new Program Manager! (12/30/2019)
Improve / Create Sustainable Food System - Develop actionable ways to improve components of the food system **Objective Status:** Active **Assessment Year(s):** 2019 2020, 2020 2021 **Start Date:** 12/30/2019 **End Date:** 01/29/2021	**Task -** Implement Real Food Challenge **Target:** 20% Real Food by 2023 **Notes:** At 10% so far **Assessment Status:** Assessment Started but not Completed		
	Task - Reduce food waste by reducing plate size **Target:** overall - 20% redux in one year **Notes:** yee haw **Assessment Status:** Assessment Completed		
	Survey - Improve Food Waste - composting **Target:** Improve, and increase type and volume **Assessment Status:** Assessment Started but not Completed		

SD4: SOU will create a diverse, equitable, inclusive community where learners flourish.

Since August 2019, work on SD-IV has primarily been focused in three areas:

1. Establishing and institutionalizing a definition, model and framework for cultural competency (ORS 350.375)
   The Senior Executive for Equity and Diversity (SEED), Dr. Suresh Appavoo, has developed and proposed a newly defined model, framework with six distinctive cultural capacities. The Intersectional Cultural Capacity (ICC) model and framework was presented to the President's Cabinet, The Diversity, Inclusion and Equity Committee (DIVINECOMM), the Faculty Senate, General Education Task Force, and multiple faculty groups. Two applied research projects in collaboration with the Center for Teaching and Learning (CATL), Division of Education, English, and the Communication, Business and Environmental Science faculty integrating the Intersectional Cultural Capacity (ICC) Framework are already in progress. The plan for meeting ORS 350.375 requirements (which constitutes the first report) was prepared and delivered by December 31, 2019 per statutory requirement.

2. Reconfiguring the diversity committee, membership, charge, and operations of the diversity committee
   The newly titled Diversity, Inclusion and Equity Committee (DIVINECOMM) has been formed with 9 micro-groups (sub-committees). The purpose, charge, responsibilities, and membership and description of this committee is being revised to align with the SOU Strategic Plan in general, and specifically with SD-IV. The DIVINECOMM will collaboratively administer the first comprehensive campus diversity climate survey at SOU in February 2020.

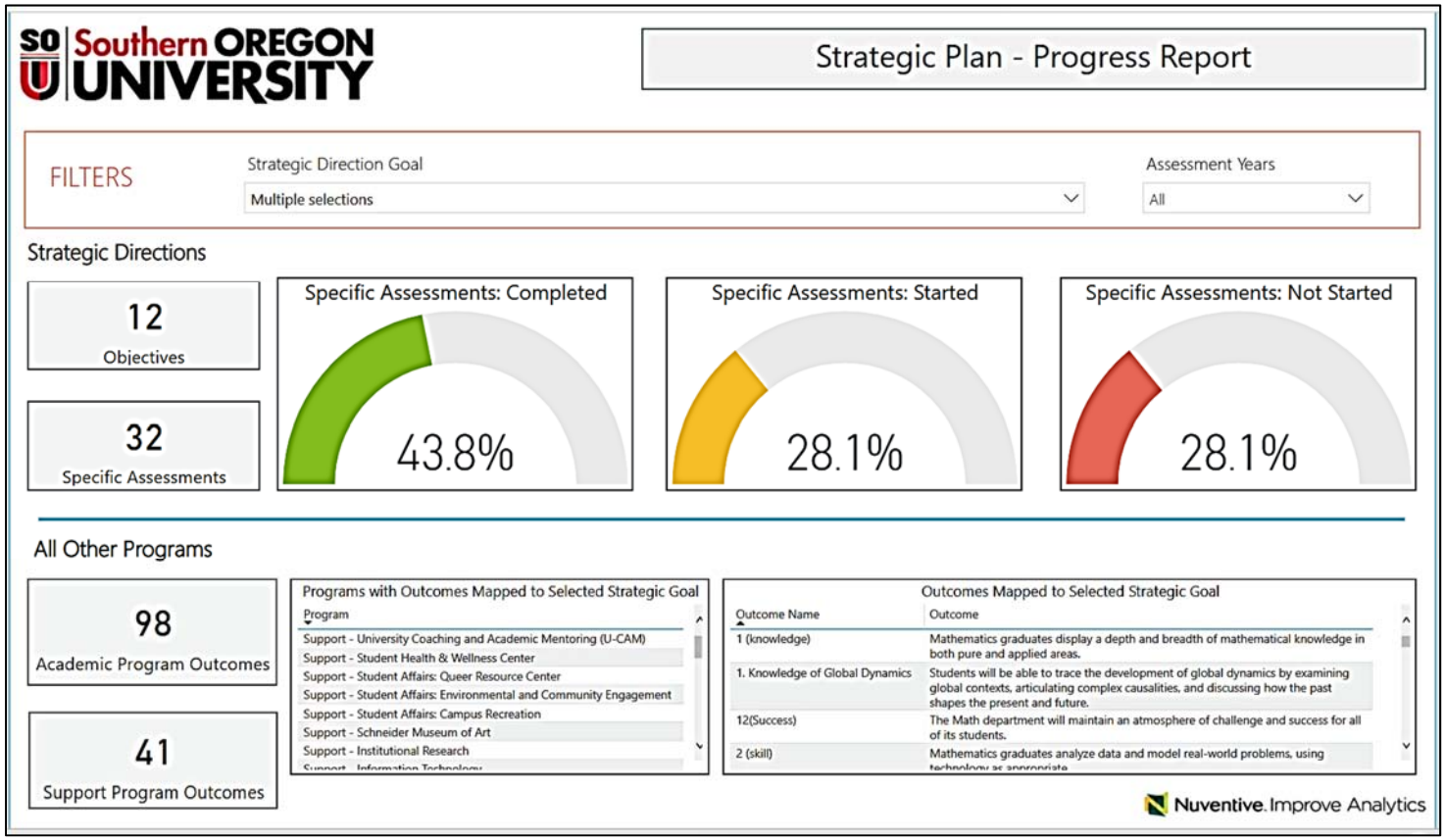
3. Reimagining the institutional structure, positioning, role, and operations of the Office of Equity and Diversity (OED)
   The SEED has been engaged in reviewing the overall operations of the OED and developing a proposal in alignment with SD-IV that will streamline its positioning and operations including Title-IX coordination, the Office of Equity Grievance, and the Bias Response Team. Additionally, the OED is reviewing its role in complying with relevant sections of the Clery Act, Violence Against Women Act (VAWA), and potentially new Title-IX federal regulations. The SEED is revising GEN.009 (Sexual Harassment et. al.) to comprehensively address all areas of equity including Title-IX, Bias, and Discrimination; the VAWA policy, and other allied SOU policies. The OED anticipates a proposed 5-year diversity plan to actualize SD-IV based on data from the climate survey in June 2020.

President Schott has signed an MOU with the Klamath Tribal Nation, and a formal signing ceremony with a delegation of tribal leaders is being planned for March 2020 on campus. Dr. Schott and the SEED have planned to visit the Warm Springs, Burns, and Umatilla tribal nations in spring quarter 2020 to further relationships. Additionally, under the direction of President Schott, a University-Community diversity & equity collaborative committee is now operational.

January 2020 Improve Analytics Data of Strategic Plan Progress

Strategic Direction IV - SOU will create a diverse, equitable, inclusive community where learners flourish.

Goals 1 through 3 included in chart below.



Strategic Plan Progress Report - Detail

Strategic Direction 4 - Create a Diverse, Equitable, & Inclusive Community Where Learners will Flourish

Assessment Coordinator: Suresh Appavoo - Strategic Direction 4 Sponsor
Next Program Review: 2019 2020
Program Notes: Beginning 08/2019.

Goal 1 - SOU will replace structural and systemic barriers with equitable processes and practices that promote a sense of belonging and ensure the success of a diverse "new majority."

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Institutional Infrastructure-organization - Re-organize and optimally staff the Offices of Equity & Diversity and Equity Grievance **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020 **Start Date:** 01/01/2020 **End Date:** 08/31/2020	**Task -** Completion and re organization of staffing of CDIO and Equity Officer/Director. **Target:** Hire CDIO and Equity Officer/Director by close of FY 18/19; Title-IX Investigator by August 2020. **Notes:** *Senior Executive for Equity and Diversity (CDIO Title changed 10/2019) took office 08/2019 and Director of Equity Grievance position was created and staffed 2018 [* Completed tasks]. Need for a dedicated Title-IX investigator FTE position ASAP to comply with existing/ new 2020 Title-IX regulatory changes and required staffing needs. **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met CDIO search completed June 2019. (06/11/2019)	**Action Taken:** Job description and proposal for Title-IX investigator in progress (11/01/2019)
	Task - Revise SAD.007 to ensure consistency with newly created	**Reporting Period:** 2019 2020 **Result Type:** Target Not Met	**Action Taken:** Review of GEN.009 (11/01/2019)

Objectives	Means of Assessment	Results	Actions Taken
	Equity Grievance Director position and other personnel and structural changes. **Target:** SOU Policy SAD.007 reflects current institutional staffing and organization **Notes:** SAD.007 is now GEN.009 (10/2019). Updates are underway to make this a comprehensive policy that includes BIAS/Discrimination language and BIAS Response Team processes. Expected completion May 2020. **Assessment Status:** Assessment Started but not Completed	GEN.009 comprehensive updates are ongoing (05/31/2020)	**Follow-Up:** Review GEN.009 for consistency and currency. (05/01/2020)
Annual Institutional Budget for the Office of Equity and Diversity - Rightsize budget for the Office of Equity and Diversity and align with SD-IV **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020 **Start Date:** 01/06/2020 **End Date:** 12/30/2020	**Task -** *Prepare proforma budget for AY 2020-2021 and conduct a comparative analysis against actual expenditures from AY 2019-2021. **Target:** Establish rightsize optimal budget for OED and Title-IX/Equity Grievance **Notes:** *Amended means of assessment **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met Budget submitted. (06/12/2019)	**Action Taken:** 2018-2019 budget submitted prior to new SEED arrival. (05/30/2019)
Institutional Climate and Inter-group Relations-cultural competency process - Create, implement, and assess a systemic set of practices that sustainably enable, enhance the cultural competence of all SOU students and employees as required by ORS 350.375. [Implement the process and form the committee required in ORS 350.375 which outlines the states mandate for cultural competency requirements at public universities and community colleges]	**Task -** 1) Complete a baseline diversity climate survey, disaggregate relevant data, and identify institutional challenges & opportunities by May 2020. 2) Collect institutional data from multiple sources, analyze, and provide biennial progress reporting to the SOU Board of Trustees beginning January 2021. **Target:** First progress report to be documented December 31, 2019, (per statutory requirement) and delivered to the SOU Board of		

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Objective Status: Active **Assessment Year(s):** 2018 2019, 2019 2020 **Start Date:** 12/31/2019 **End Date:** 12/31/2020	Trustees January 2020. **Assessment Status:** Assessment Started but not Completed		
Compliance with Federal & applicable State of Oregon Regulatory requirements - Annually review and ensure that SOU is compliant with Title IX, Clery Act, and VAWA Federal requirements as well as relevant Oregon State requirements **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020 **Start Date:** 01/31/2020 **End Date:** 12/31/2020	**Directly Related to Outcome**	**Reporting Period:** 2018 2019 **Result Type:** Target Met Respond to Title IX/Equity Grievance reports in a timely way (06/11/2019)	
	Task - 1) Annual review, analysis, of Title-IX, CARE, and confidential reports. 2) Annual action plan and impact analysis of actions taken. **Target:** *Successful 2021 internal audit reports affirming compliance with Title-IX, Clery Act, and VAWA policies at SOU. [Adhere to Title IX Requirements by responding to Title IX/Equity Grievance reports in a timely way and following up with appropriate process] **Notes:** *Amended Objective as of 01/2020 **Assessment Status:** Assessment Not Started Yet **Related Documents:** Campus Choice report 2016_17.pdf Campus Choice report 2017_18.docx		
	Task - *Annually document, review, analyze, evaluate, and report on campus-wide sexual harassment and prevention training, educational programs provided to students and staff and relevant climate data. **Target:** Consistent annual stability and or increase in completion rates for sexual harassment and prevention training/educational programs provided for employees and students at SOU.		

Objectives	Means of Assessment	Results	Actions Taken
	Notes: * Amended means of assessment 01/2020. **Assessment Status:** Assessment Started but not Completed		

Goal 2 - SOU will establish supportive pathways that will increase the access, retention, and success of learners (students, faculty, and staff) from underrepresented backgrounds.

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Annual Institutional Budget for the Office of Equity and Diversity - Rightsize budget for the Office of Equity and Diversity and align with SD-IV **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020 **Start Date:** 01/06/2020 **End Date:** 12/30/2020	**Task -** *Prepare proforma budget for AY 2020-2021 and conduct a comparative analysis against actual expenditures from AY 2019-2021. **Target:** Establish rightsize optimal budget for OED and Title-IX/Equity Grievance **Notes:** *Amended means of assessment **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met Budget submitted. (06/12/2019)	**Action Taken:** 2018-2019 budget submitted prior to new SEED arrival. (05/30/2019)
Institutional Climate and Inter-group Relations-cultural competency process - Create, implement, and assess a systemic set of practices that sustainably enable, enhance the cultural competence of all SOU students and employees as required by ORS 350.375. [Implement the process and form the committee required in ORS 350.375 which outlines the states mandate for cultural competency requirements at public universities and community colleges] **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020 **Start Date:** 12/31/2019 **End Date:** 12/31/2020	**Task -** 1) Complete a baseline diversity climate survey, disaggregate relevant data, and identify institutional challenges & opportunities by May 2020. 2) Collect institutional data from multiple sources, analyze, and provide biennial progress reporting to the SOU Board of Trustees beginning January 2021. **Target:** First progress report to be documented December 31, 2019, (per statutory requirement) and delivered to the SOU Board of Trustees January 2020. **Assessment Status:** Assessment Started but not Completed		
Compliance with Federal & applicable State of Oregon Regulatory requirements - Annually review and ensure that SOU is compliant with Title IX, Clery Act, and VAWA Federal requirements as well	**Directly Related to Outcome** **Task -** 1) Annual review, analysis, of Title-IX, CARE, and confidential	**Reporting Period:** 2018 2019 **Result Type:** Target Met Respond to Title IX/Equity Grievance reports in a timely way (06/11/2019)	

Objectives	Means of Assessment	Results	Actions Taken
as relevant Oregon State requirements **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020 **Start Date:** 01/31/2020 **End Date:** 12/31/2020	reports. 2) Annual action plan and impact analysis of actions taken. **Target:** *Successful 2021 internal audit reports affirming compliance with Title-IX, Clery Act, and VAWA policies at SOU. [Adhere to Title IX Requirements by responding to Title IX/Equity Grievance reports in a timely way and following up with appropriate process] **Notes:** *Amended Objective as of 01/2020 **Assessment Status:** Assessment Not Started Yet **Related Documents:** Campus Choice report 2016_17.pdf Campus Choice report 2017_18.docx		
	Task - *Annually document, review, analyze, evaluate, and report on campus-wide sexual harassment and prevention training, educational programs provided to students and staff and relevant climate data. **Target:** Consistent annual stability and or increase in completion rates for sexual harassment and prevention training/educational programs provided for employees and students at SOU. **Notes:** * Amended means of assessment 01/2020. **Assessment Status:** Assessment Started but not Completed		

Goal 3 - SOU will prepare all learners regardless of background, identity and position, to work, live, and communicate effectively across differences in order to thrive in an increasingly diverse world.

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Institutional Infrastructure-organization - Re-organize and optimally staff the Offices of Equity & Diversity and Equity Grievance **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020 **Start Date:** 01/01/2020 **End Date:** 08/31/2020	**Task -** Completion and re organization of staffing of CDIO and Equity Officer/Director. **Target:** Hire CDIO and Equity Officer/Director by close of FY 18/19; Title-IX Investigator by August 2020. **Notes:** *Senior Executive for Equity and Diversity (CDIO Title changed 10/2019) took office 08/2019 and Director of Equity Grievance position was created and staffed 2018 [* Completed tasks]. Need for a dedicated Title-IX investigator FTE position ASAP to comply with existing/ new 2020 Title-IX regulatory changes and required staffing needs. **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met CDIO search completed June 2019. (06/11/2019)	**Action Taken:** Job description and proposal for Title-IX investigator in progress (11/01/2019)
	Task - Revise SAD.007 to ensure consistency with newly created Equity Grievance Director position and other personnel and structural changes. **Target:** SOU Policy SAD.007 reflects current institutional staffing and organization **Notes:** SAD.007 is now GEN.009 (10/2019). Updates are underway to make this a comprehensive policy that includes BIAS/Discrimination language and BIAS Response Team processes. Expected completion May 2020. **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Not Met GEN.009 comprehensive updates are ongoing (05/31/2020)	**Action Taken:** Review of GEN.009 (11/01/2019) **Follow-Up:** Review GEN.009 for consistency and currency. (05/01/2020)

Objectives	Means of Assessment	Results	Actions Taken
Institutional Climate and Inter-group Relations-cultural competency process - Create, implement, and assess a systemic set of practices that sustainably enable, enhance the cultural competence of all SOU students and employees as required by ORS 350.375. [Implement the process and form the committee required in ORS 350.375 which outlines the states mandate for cultural competency requirements at public universities and community colleges] **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020 **Start Date:** 12/31/2019 **End Date:** 12/31/2020	**Task -** 1) Complete a baseline diversity climate survey, disaggregate relevant data, and identify institutional challenges & opportunities by May 2020. 2) Collect institutional data from multiple sources, analyze, and provide biennial progress reporting to the SOU Board of Trustees beginning January 2021. **Target:** First progress report to be documented December 31, 2019, (per statutory requirement) and delivered to the SOU Board of Trustees January 2020. **Assessment Status:** Assessment Started but not Completed		
Compliance with Federal & applicable State of Oregon Regulatory requirements - Annually review and ensure that SOU is compliant with Title IX, Clery Act, and VAWA Federal requirements as well as relevant Oregon State requirements **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020 **Start Date:** 01/31/2020 **End Date:** 12/31/2020	**Directly Related to Outcome** **Task -** 1) Annual review, analysis, of Title-IX, CARE, and confidential reports. 2) Annual action plan and impact analysis of actions taken. **Target:** *Successful 2021 internal audit reports affirming compliance with Title-IX, Clery Act, and VAWA policies at SOU. [Adhere to Title IX Requirements by responding to Title IX/Equity Grievance reports in a timely way and following up with appropriate process] **Notes:** *Amended Objective as of 01/2020 **Assessment Status:** Assessment Not Started Yet **Related Documents:** Campus Choice report 2016_17.pdf	**Reporting Period:** 2018 2019 **Result Type:** Target Met Respond to Title IX/Equity Grievance reports in a timely way (06/11/2019)	

Objectives	Means of Assessment	Results	Actions Taken
	Campus Choice report 2017_18.docx **Task -** *Annually document, review, analyze, evaluate, and report on campus-wide sexual harassment and prevention training, educational programs provided to students and staff and relevant climate data. **Target:** Consistent annual stability and or increase in completion rates for sexual harassment and prevention training/educational programs provided for employees and students at SOU. **Notes:** * Amended means of assessment 01/2020. **Assessment Status:** Assessment Started but not Completed		

SD5: SOU will maintain financial stability and invest for institutional vitality.

This summarizes status, actions and the road ahead related to goal #1 of Strategic Direction 5 – Southern Oregon University (SOU) **"will maintain financial stability and invest for institutional vitality."** There were four specific goals and each contributes to our financial health and stability.

Goal One: SOU will develop, implement and monitor a comprehensive strategic enrollment management plan. This is one is one of our "immediate priorities." The Enrollment Management Council (EMC) was restructured in Spring 2019 to better delineate the work associated with enrollment management and enrollment planning. Co-chaired by Provost Walsh and VP Woolf, three committees were identified to focus specifically on recruitment and marketing, student success and retention and financial aid. Each committee is co-chaired by selected campus leaders who report progress and respond to requests from the EMC. The Council is overseeing a number of initiatives and strategies to recruit, retain and graduate students. A few of these strategies are highlighted below.

The Recruitment and Marketing Committee of the EMC aligns institutional marketing and prospective student marketing with the college decision behaviors of prospective students. The committee drafted an annual recruitment plan with a corresponding marketing plan; the focus of both are to improve the marketing of SOU's academic experience. Additionally, the admissions team set new student recruitment goals and specific strategies for fall 2020. One highlight is SOU's engagement with a search engine optimization (SEO) firm that has greatly enhanced the visibility of SOU programs on Google search results.

The Student Success and Retention Committee is largely focused on the implementation of EAB's Navigate program. EAB's Student Success Management System, Navigate, is a comprehensive technology that brings together administrators, faculty, advisors and staff to support students from enrollment to graduation and beyond. SOU has released the Navigate app to first-year students and will roll out to the remainder of campus throughout this academic year. Faculty are being trained on the system and SOU will be fully operational with Navigate by fall 2020. Additionally, a Student Satisfaction Survey was administered with excellent response rates. Feedback by students is being incorporated into specific retention strategies (e.g. service excellence initiatives and affordability strategies). Overall, student respondents are extremely satisfied with their experience at SOU.

The Financial Aid Committee is steering a comprehensive financial aid leveraging project to maximize tuition discounts and increase enrollment. SOU has contracted with Ruffalo Noel Levitz, a national enrollment firm, to utilize their leveraging platform called Advanced Financial Aid Solutions (AFAS). The AFAS platform correlates historical data with current market research (e.g. competitor analysis, consumer information and enrollment trends) and has recommended a tuition waiver award strategy that is now operational for fall 2020. AFAS has recommended award amounts (awarded automatically to applicants) based on merit and need factors. These awards are provided to applicants at the time of admission to SOU. The AFAS model is projected to improve new student enrollment as well as increases in net revenue.

Beginning in January 2020, President Schott is convening a *Presidential Task Force on Financial Sustainability*. This task force will advise on how to ensure institutional sustainability for future decades by examining SOU's expenditures and revenues to ensure that all resources are being used efficiently and effectively; reviewing SOU's enrollment projections and related plans for improving our physical plant and technological infrastructure; providing guidance on the development of SOU's portfolio of academic offerings to maintain

intellectual and market relevance; and exploring the potential of public-private partnerships and additional collaborations.

Goal Two: SOU will develop key performance indicators to incentivize, monitor and reward improvements, innovations or efficiencies. Work to develop KPIs has evolved using a different path. The HECC is exploring the use of financial ratios to "stress test" the seven public universities. Not all stakeholders are aligned with the HECC's desire. Separately, the leadership team decided to add a KPI toolset to EAB Navigate's capability: Academic Performance Solutions (APS). APS will add financial and HR data to existing Navigate ERP data in order to assist the Provost and Academic Divisions with determining Return of Investment (ROI). Numerous ROI models were studied, and APS was selected due to both cost-efficiency and benchmarking capability. The new Director of Budget developed a Business Intelligence (BI) capability, which is being used by Directors to support the cost analysis (and reduction) process.

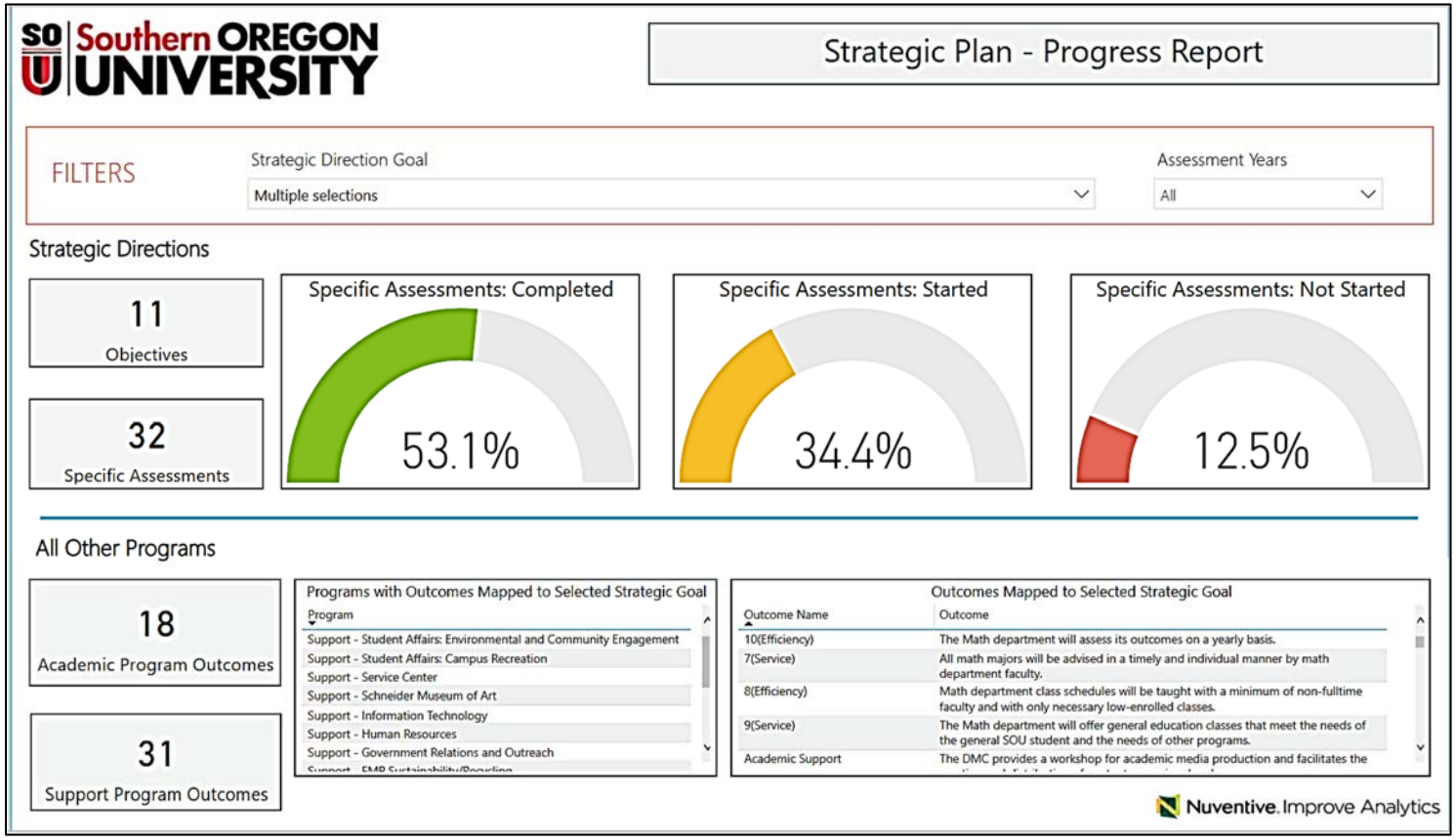
Goal Three: SOU will enhance opportunities to leverage its existing assets to increase revenue. The VPFA and Controller have met with a number of potential investors related to additional housing Public-Private Partnerships (P3). In addition, P3 discussions with a local business entity are ongoing.

Goal Four: SOU will invest in opportunities that generate additional gifts, grants and sponsorships from external sources. The VP for University Advancement continues to leverage strategic hires (Development team) to push the gift annual receipts from $3M to $5M.

January 2020 Improve Analytics Data of Strategic Plan Progress

Strategic Direction V - SOU will maintain financial stability and invest for institutional vitality.

Goals 1 through 4 included in chart below.



Strategic Plan Progress Report - Detail

Strategic Direction 5 - Maintain Financial Stability and Invest for Institutional Vitality

Assessment Coordinator: Greg Perkinson - Strategic Direction 5 Sponsor
Next Program Review: 2018 2019
Program Notes: SOU will maintain financial stability and invest for institutional vitality.

Goal 1 - SOU will develop, implement and monitor a comprehensive strategic enrollment management plan.

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Convene Enrollment Mgmt Council - The enrollment management council will be reconvened with regular meeting schedules established. **Objective Status:** Active **Assessment Year(s):** 2017 2018, 2018 2019	**Task -** Enrollment management plan drafted **Target:** Draft plan by end of AY 2017-18 **Assessment Status:** Assessment Completed **Related Documents:** EMCPLANFINAL with appendices.docx	**Reporting Period:** 2019 2020 **Result Type:** Target Met Plan developed and approved (02/01/2019)	**Action Taken:** Plan developed by Blaine, now owned by Neil (01/24/2019)
		Reporting Period: 2018 2019 **Result Type:** Target Met Plan adopted (01/07/2019)	
	Task - Council will be constituted by co-directors of EMC with schedules advertised. **Target:** Council established in AY 2017-18 **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Council formed and functioning (03/15/2019)	**Action Taken:** Directors notified, council formed and functioning (03/15/2019)
		Reporting Period: 2018 2019 **Result Type:** Target Met Council convened (01/07/2019)	
Annual Recruitment Plan - Develop and Implement Annual Recruitment Plan **Objective Status:** Active **Assessment Year(s):** 2019 2020, 2020 2021 **Start Date:** 03/29/2019			

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Annual Marketing Plan - Develop, discuss and implement annual marketing plan as influenced by recruitment plan **Objective Status:** Active **Assessment Year(s):** 2019 2020, 2020 2021 **Start Date:** 03/29/2019			
Student Satisfaction Survey - Develop, conduct and analyze results from SSS **Objective Status:** Active **Assessment Year(s):** 2019 2020, 2020 2021 **Start Date:** 08/01/2019 **End Date:** 10/31/2019	**Task -** Develop Survey **Target:** Right questions and design **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Survey built in-house (01/03/2020)	**Action Taken:** Survey Design completed (05/31/2019)
	Survey - Survey Students **Target:** Good rate of return...and input **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Delivered in-house (Dr Shibley) (08/30/2019)	**Action Taken:** Survey administered (08/30/2019)
	Task - Analyze results and present to BoT **Target:** Good presentation and dialogue with Board **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Dr Shibley presented results to Board (10/18/2019)	**Action Taken:** Survey results analyzed and presented (10/18/2019)
Financial Aid Leveraging - Evaluate products and vendors, issue RFP and contract; conduct study and implement recommendations **Objective Status:** Active **Assessment Year(s):** 2019 2020, 2020 2021 **Start Date:** 07/01/2019			

Goal 2 - SOU will develop key performance indicators to incentivize, monitor, and reward improvements, innovations or efficiencies.

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Student Satisfaction Survey - Develop, conduct and analyze results from SSS **Objective Status:** Active **Assessment Year(s):** 2019 2020, 2020 2021 **Start Date:** 08/01/2019 **End Date:** 10/31/2019	**Task -** Develop Survey **Target:** Right questions and design **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Survey built in-house (01/03/2020)	**Action Taken:** Survey Design completed (05/31/2019)
	Survey - Survey Students **Target:** Good rate of return...and input **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Delivered in-house (Dr Shibley) (08/30/2019)	**Action Taken:** Survey administered (08/30/2019)
	Task - Analyze results and present to BoT **Target:** Good presentation and dialogue with Board **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Dr Shibley presented results to Board (10/18/2019)	**Action Taken:** Survey results analyzed and presented (10/18/2019)
Establish KPI Library for Departmental Usage - Develop a resource of key performance indicators taken from the Balanced Scorecard Institute for potential implementation by program managers across campus. **Objective Status:** Active **Assessment Year(s):** 2017 2018, 2018 2019	**Task -** Create a shared Google Sheets doc of KPIs and distribute to managers **Target:** Google Sheet created **Assessment Status:** Assessment Completed **Related Documents:** SD 5.2 KPI Resource - Manager Goal Alignment with Strategic Plan Metrics.xlsx	**Reporting Period:** 2018 2019 **Result Type:** Target Met Library established (01/07/2019)	**Action Taken:** Reviewed Google sheet with new Director, identified APS cross-over opportunities (01/03/2020)
	Task - Collect 'one note' document to archive metrics for review with VPFA **Target:** Complete document **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Initiate note-book; obtain feedback (07/31/2019)	**Action Taken:** Finished first draft (08/01/2019)
Establish and approve KPI framework - Develop a cross-functional WG to identify options, alternatives, a framework, comm-plan, etc.; then present for approval	**Task -** Establish group, conduct meetings and make recommendation **Target:** Survey Industry, compare cost with 'best in breed' (capability)	**Reporting Period:** 2019 2020 **Result Type:** Target Met Work group established (01/03/2020)	**Action Taken:** met with vendors / webcasts to review models (12/20/2019)
		Reporting Period: 2019 2020	**Action Taken:** Approval to use

Objectives	Means of Assessment	Results	Actions Taken
Objective Status: Active **Assessment Year(s):** 2018 2019 **Start Date:** 07/02/2018 **End Date:** 08/31/2018	**Notes:** EAB, Gray and Associates, RPK Group and internal development considered **Assessment Status:** Assessment Completed **Related Documents:** Resources « rpk GROUP.pdf rpk-GROUP-SF-Dashboard_2.0_012319-2.xlsx EAB-Shared-Services-Compendium.pdf	**Result Type:** Target Met Recommend Academic KPI method (model) to President for approval (10/08/2019)	EAB's model (APS) (12/19/2019)
	Survey - Survey and evaluate models **Target:** Good cross section of industry **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Working group viewed EAB, RPK and Gray and Assoc (01/03/2020)	**Action Taken:** Survey results presented to President (12/19/2019)
	Task - Obtain approval of recommended vendor / model **Target:** Best cost and capability **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met VPFA signed contract (12/19/2019)	**Action Taken:** VPFA signed contract with EAB after extensive discussion with Provost, AVP for Academic Affairs, and Budget Director...with concurrence from President (01/03/2020)
	Task - Obtain closure through discussion with Cabinet -- status and next actions **Target:** Ensure cabinet has reviewed, understands, and supports the KPI method and operating rhythm **Notes:** mtg on 1/7/19 **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2020 2021 **Result Type:** Target Not Met Brief Cabinet, obtain feedback and buy-in (01/07/2020)	**Action Taken:** Present findings and obtain feedback (01/07/2020)
Develop linkage from KPIs to Strategic Plan; and accreditation - Ensure KPIs will support the Strat Plan, and will add value to the 7-year accreditation cycle; then integrate them into business processes **Objective Status:** Active **Assessment Year(s):** 2018 2019	**Survey -** Complete EAB initial survey; reassess annually with Stakeholders **Target:** Engage effectively **Assessment Status:** Assessment Started but not Completed		
	Task - Conduct cross-walk from Strategic Plan (SD) objectives to Accreditation Core Themes		

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Start Date: 10/01/2018 **End Date:** 02/28/2019	**Target:** Maximize effect **Assessment Status:** Assessment Started but not Completed		
Fundraising Revenue - Development will leverage existing and new relationships to increase fundraising revenue over the next 3 to 5 years **Objective Status:** Active **Assessment Year(s):** 2017 2018, 2018 2019	**Task -** Execute multi-year workplan **Target:** Development department to execute a multi-year work plan to achieve $5M in annual contributions by December 2021 **Assessment Status:** Assessment Started but not Completed		
	Task - Fundraising Priorities **Target:** Identify key fundraising priorities within strategic plan by June 30, 2020 **Notes:** This task has moved into the next phase with campus-wide involvement and creation of Big Ideas. **Assessment Status:** Assessment Started but not Completed		
	Task - Prospect Management **Target:** Increase prospect pool through pipeline development and new donor acquisitions **Assessment Status:** Assessment Started but not Completed		

Goal 3 - SOU will enhance opportunities to leverage its existing assets to increase revenue.

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Fundraising Revenue - Development will leverage existing and new relationships to increase fundraising revenue over the next 3 to 5 years **Objective Status:** Active **Assessment Year(s):** 2017 2018, 2018 2019	**Task -** Execute multi-year workplan **Target:** Development department to execute a multi-year work plan to achieve $5M in annual contributions by December 2021 **Assessment Status:** Assessment Started but not Completed		
	Task - Fundraising Priorities **Target:** Identify key fundraising priorities within strategic plan by June 30, 2020 **Notes:** This task has moved into the next phase with campus-wide involvement and creation of Big Ideas. **Assessment Status:** Assessment Started but not Completed		
	Task - Prospect Management **Target:** Increase prospect pool through pipeline development and new donor acquisitions **Assessment Status:** Assessment Started but not Completed		
Explore Public Private Partnership opportunities - Discuss P3 options, explore vendors (funding), partnerships (based on opportunity) and business arrangement **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020, 2020 2021 **Start Date:** 02/01/2018	**Task -** Identify and meet with various Banking and Financial Management entities **Target:** Right partner, right time, right rate **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2018 2019 **Result Type:** Inconclusive Met with 3 Banks and one "Investor" (07/15/2019)	**Action Taken:** Decided to hold off on short term bridge, or other divestment of Capital (01/03/2020)
	Task - Explore partnerships with local entities (confidential) **Target:** Right fit for SOU **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2019 2020 **Result Type:** Inconclusive Met with Housing developer (initial proposal unsat), currently exploring P3 at corner of Walker (confidential) (01/03/2020)	**Action Taken:** still exploring P3 at corner of Walker (12/13/2019) **Action Taken:** Housing proposal involved selling land (not ready yet); (11/22/2019)
Grant Opportunities - Understand by	**Task -** Hold meeting in Summer 2018	**Reporting Period:** 2018 2019	

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
June 30, 2019 how the SOU grants program can facilitate success in securing additional external revenue **Objective Status:** Active **Assessment Year(s):** 2018 2019	**Target:** President to facilitate discussion between Provost, VP of Development, and Grants Office to discuss grant opportunities within the strategic plan and understand relationship between private and public funding sources. **Assessment Status:** Assessment Completed	**Result Type:** Target Met Meeting held (01/07/2019)	
	Task - Evaluate Grants Process **Target:** Review and refine grants process by June 30, 2020, including relevant policies and procedures, to capture new methods, strategies and impacts from recent alignment within University Advancement. **Assessment Status:** Assessment Started but not Completed		
	Task - Identify new Funding Partners **Target:** Research and identify new funding partners by June 30, 2021 as prospects for either fundraising of Big Ideas or faculty sponsored awards/contracts. **Assessment Status:** Assessment Not Started Yet		

Goal 4 - SOU will invest in opportunities that generate additional gifts, grants, and sponsorships from external sources.

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Fundraising Revenue - Development will leverage existing and new relationships to increase fundraising revenue over the next 3 to 5 years **Objective Status:** Active **Assessment Year(s):** 2017 2018, 2018 2019	**Task -** Execute multi-year workplan **Target:** Development department to execute a multi-year work plan to achieve $5M in annual contributions by December 2021 **Assessment Status:** Assessment Started but not Completed		
	Task - Fundraising Priorities **Target:** Identify key fundraising priorities within strategic plan by June 30, 2020 **Notes:** This task has moved into the next phase with campus-wide involvement and creation of Big Ideas. **Assessment Status:** Assessment Started but not Completed		
	Task - Prospect Management **Target:** Increase prospect pool through pipeline development and new donor acquisitions **Assessment Status:** Assessment Started but not Completed		
Explore Public Private Partnership opportunities - Discuss P3 options, explore vendors (funding), partnerships (based on opportunity) and business arrangement **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020, 2020 2021 **Start Date:** 02/01/2018	**Task -** Identify and meet with various Banking and Financial Management entities **Target:** Right partner, right time, right rate **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2018 2019 **Result Type:** Inconclusive Met with 3 Banks and one "Investor" (07/15/2019)	**Action Taken:** Decided to hold off on short term bridge, or other divestment of Capital (01/03/2020)
	Task - Explore partnerships with local entities (confidential) **Target:** Right fit for SOU **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2019 2020 **Result Type:** Inconclusive Met with Housing developer (initial proposal unsat), currently exploring P3 at corner of Walker (confidential) (01/03/2020)	**Action Taken:** still exploring P3 at corner of Walker (12/13/2019) **Action Taken:** Housing proposal involved selling land (not ready yet); (11/22/2019)
Grant Opportunities - Understand by	**Task -** Hold meeting in Summer 2018	**Reporting Period:** 2018 2019	

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
June 30, 2019 how the SOU grants program can facilitate success in securing additional external revenue **Objective Status:** Active **Assessment Year(s):** 2018 2019	**Target:** President to facilitate discussion between Provost, VP of Development, and Grants Office to discuss grant opportunities within the strategic plan and understand relationship between private and public funding sources. **Assessment Status:** Assessment Completed	**Result Type:** Target Met Meeting held (01/07/2019)	
	Task - Evaluate Grants Process **Target:** Review and refine grants process by June 30, 2020, including relevant policies and procedures, to capture new methods, strategies and impacts from recent alignment within University Advancement. **Assessment Status:** Assessment Started but not Completed		
	Task - Identify new Funding Partners **Target:** Research and identify new funding partners by June 30, 2021 as prospects for either fundraising of Big Ideas or faculty sponsored awards/contracts. **Assessment Status:** Assessment Not Started Yet		
Increase Fundraising Capacity - Development Department will increase capacity for long-term fundraising success by hiring 3 new staff and filling 2 open positions by June 30, 2019. University Advancement Division will be established by January 1, 2020 to leverage additional SOU stakeholders in effort to increase fundraising capacity. **Objective Status:** Active **Assessment Year(s):** 2017 2018, 2018 2019, 2019 2020	**Task -** Hire new Director of Advancement Services **Target:** Position filled by October 2018 **Assessment Status:** Assessment Completed	**Reporting Period:** 2017 2018 **Result Type:** Target Met Raised the full amount (06/03/2018)	
	Task - Fill vacant Director of Development position **Target:** Position filled by February 2019 **Assessment Status:** Assessment Completed		
	Task - Hire second Director of		

Objectives	Means of Assessment	Results	Actions Taken
	Development **Target:** New position filled by February 2019 **Assessment Status:** Assessment Completed		
	Task - Fill vacant Advancement Services Manager position **Target:** Position filled by March 2019 **Assessment Status:** Assessment Completed		
	Task - Hire replacement Director of Annual Giving **Target:** Position filled by June 2020 **Assessment Status:** Assessment Started but not Completed		
	Task - Hire third Director of Development **Target:** New position filled by April 2019 **Assessment Status:** Assessment Completed		
	Task - Hire Annual Giving counsel **Target:** Hire consultant by January 2020 to fulfill interim Annual Giving Director duties and to assess annual giving program opportunities and long-term position needs. **Assessment Status:** Assessment Completed		
	Task - University Advancement Division **Target:** Align Development, Marketing/Communication, Grants, and Government Relations offices into one University Advancement division by January 1, 2020 to aid in the success of philanthropy across campus. **Assessment Status:** Assessment Completed		

SD6: SOU will develop physical and virtual environments in which all learners can thrive.

This summarizes status, actions and the road ahead related to both goals of Strategic Direction 6 – Southern Oregon University (SOU) **"will develop physical and virtual environments in which all learners can thrive."** There were two specific goals related to improving learning environments.

> **Goal One:** SOU will utilize universal design principles to transform learning spaces to inspire creativity, collaboration and intellectual growth in all of the learning communities we serve.
>
> **Goal Two:** SOU will provide opportunities for all learners to be effective users of immersive, accessible and virtual technologies and spaces.

The Director of Facilities Management and Planning worked with Division of Social Sciences to reconfigure a classroom in Taylor Hall with more flexible tables / chairs and whiteboards. This $40,000 investment has energized the faculty to explore other opportunities. The design process for Britt Hall is keeping similar opportunities at the forefront.

The other capital improvement project, Central Hall Renovations, will consider Universal Design and creating active learning spaces as well. In addition, a smaller scale renovation last summer in Taylor created renovated labs with windows into the hallways incorporating universal design concepts. A student study area was created in a busy hallway where students used to sit on the floor adjacent to busy classrooms which incorporated universal design.

A new proposal came from OCA, looking to integrate a larger and more integrated Digital Media Center by the Theater and Music building. This idea is in its infancy, but could improve creative learning opportunities.

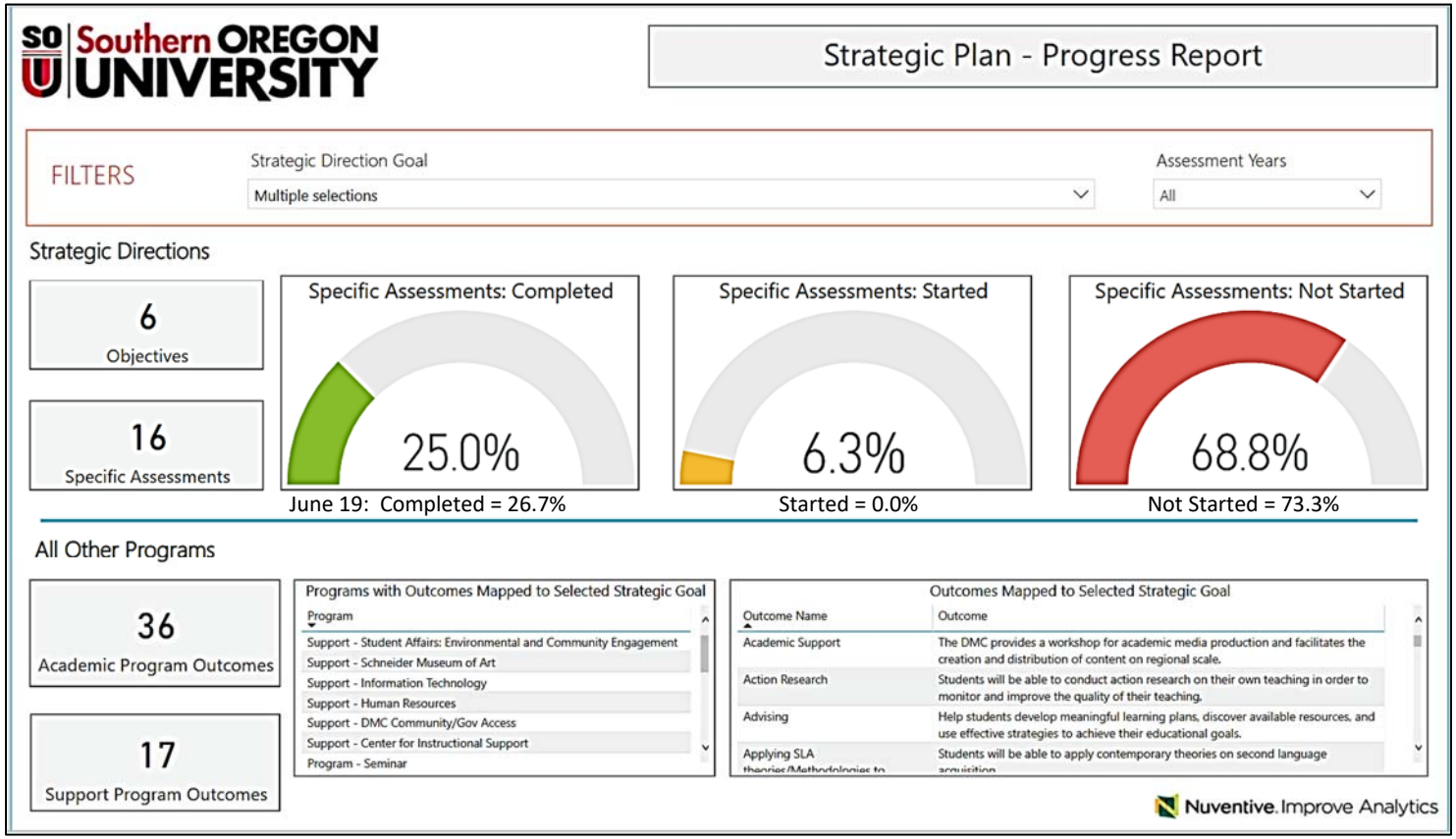
The campus master plan for 2020-2030 will require Universal Design and our campus standards manual is currently being reviewed to include universal design language and products where not already specified.

In November 2019, SOU hosted a comprehensive Title IX training, which included SOHEC participants.

January 2020 Improve Analytics Data of Strategic Plan Progress

Strategic Direction VI - SOU will develop physical and virtual environments in which all learners can thrive.

Goals 1 through 2 included in chart below.



Strategic Plan Progress Report - Detail

Strategic Direction 6 - Develop Physical & Virtual Environments in Which Learners Will Thrive

Assessment Coordinator: Greg Perkinson - Strategic Direction 6 Sponsor
Next Program Review: 2018 2019
Program Notes: SOU will develop physical and virtual environments in which all learners can thrive.

Goal 1 - SOU will utilize universal design principles to transform learning spaces to inspire creativity, collaboration and intellectual growth in all of the learning communities we serve.

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Active Learning in Britt Hall - Design and Construct active learning opportunities in Britt Hall. **Objective Status:** Active **Assessment Year(s):** 2018 2019 **Start Date:** 05/08/2019 **End Date:** 07/31/2020	**Directly Related to Outcome**	**Reporting Period:** 2019 2020 **Result Type:** Inconclusive Survey students after construction to obtain feedback (05/29/2019)	

Goal 2 - SOU will provide opportunities for all learners to be effective users of immersive, accessible and virtual technologies and spaces.

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Construct Active Learning and Univ Design at Lithia Pavillion - Construct outdoor area **Objective Status:** Active **Assessment Year(s):** 2019 2020 **Start Date:** 08/05/2019 **End Date:** 10/31/2019	**Task -** Completed project **Target:** Design and construct **Assessment Status:** Assessment Completed		

SD7: SOU will be a catalyst for economic vitality, civic engagement and cultural enrichment through ongoing collaboration with local, state, tribal, national, and global partners.

Campus commitment to Strategic Direction 7 and the value of our strategic plan reporting system are both demonstrated in the progress shown on SD7 outcomes. When first reported to the board in January 2019, there were 2 Academic Program outcomes and 13 Support Program outcomes associated with SD 7. As campus efforts align, and use of the tracking system increases, that number of associated outcomes has increased substantially. Currently 40 Academic Program outcomes and 26 Support Program outcomes are associated with Strategic Direction 7; this is truly campus-wide work.

Notable outcomes in the past six months include:

- SOHEC (Southern Oregon Higher Education Consortium) Chief Academic Officers have been meeting monthly via zoom and hosted quarterly retreats for faculty and staff from across all four campuses. These conversations have surfaced many ideas that would serve the region's students well – for example, a shared web site where prospective and current students could easily find information about transfer articulation, majors/badges, student services, etc. in a single location, with links to each campus. Faculty and staff could use the site to share resources, such as professional development workshops that are occurring at each campus, or to post ideas for pedagogy and curriculum development provided by the four Centers for Teaching and Learning. Lacking a SOHEC coordinator to push projects forward, progress on actualizing a shared web site has been slow. Finally, the four SOHEC presidents are meeting in early 2020 to discuss how to maintain the momentum created by the formation of the consortium and to identify opportunities to enhance collaboration across the institutions.

- "Seamless & Future Ready Education" was the theme of a regional conference hosted by President Schott in October, with 113 attendees including regional K-12 superintendents and business leaders as well as our own faculty and staff. In evaluations 85% said they "definitely or probably gained new ideas/insights from the conference"; 83% rated the conference in the highest two quintiles.

- Initiatives within the University-Community Collaborative continue to be identified. President Schott will initiate a discussion in early 2020 with the Ashland Chamber of Commerce Board of Directors about distributing a survey designed to better understand how the community perceives SOU and to identify opportunities for improvement and additional collaborations. The survey will likely be distributed in the first quarter of the calendar year.

- SOU hosted the October meeting of the Higher Education Coordinating Commission, bringing them to southern Oregon for the first time in five years. Demonstrating our regional commitment, we included Rogue Community College leaders and board members in a

social with commissioners.

- A small cross-university team has been meeting with the leadership of one of our largest corporate partners, with the goal of developing educational programming that serves their national employee base. Very recently this effort has resulted in an invitation to engage in a pilot project over the next six months.

- Alumni Relations' new non-dues paying membership program continues to attract members. More than 1,000 individuals have signed up to re-engage with the campus, including new graduates as well as those who have been out of school for 50+ years. With increased and targeted communications to these members, the university is identifying a core group of supporters who have the potential to enhance the university's external relationships with legislative leaders, community and business leaders, and others.

- The university hosted a dynamic series of activities associated with Homecoming and Parents Weekend. With more than 70% of alumni living in southern Oregon, the campus created academic as well as reunion events to attract alumni to campus. Feedback and attendance were positive and set the stage for a future where alumni and friends celebrate their association with SOU and its precursor institutions.

- Continuing our commitment to civic engagement, we hosted U.S. Senator Jeff Merkley's Jackson County town hall in January 2020. While we would have preferred the town hall to take place during an academic term to facilitate student participation, the Senator's schedule requirements precluded that. Nevertheless, more than 500 attendees engaged in a robust dialog with the Senator and two students were among those called upon to ask questions in the hour-long event.

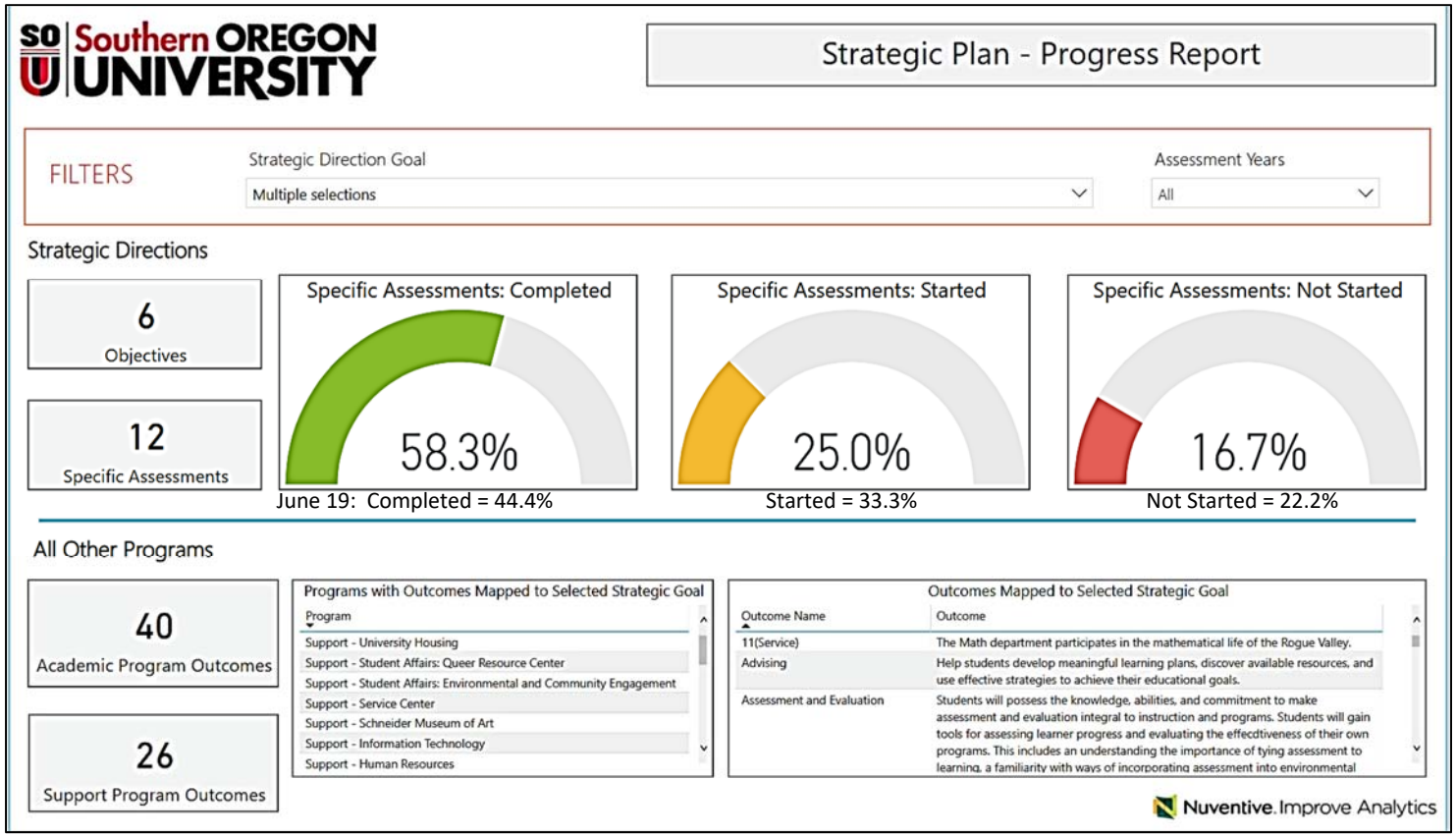
- In November, SOU also planned a comprehensive Title IX training, which SOHEC partners attended.

Overall, there is increased energy around partnerships and a growing sense of the importance of SOU's role in the community. Completion of a Town-Gown survey will help quantify how the community sees our role, and provide insights into how to further develop this work.

January 2020 Improve Analytics Data of Strategic Plan Progress

Strategic Direction VII - SOU will be a catalyst for economic vitality, civic engagement and cultural enrichment through ongoing collaboration with local, state, tribal, national, and global partners.

Goals 1 through 2 included in chart below.



Strategic Plan Progress Report - Detail

Strategic Direction 7 - Catalyst for Economic Vitality, Civic Engagement, and Cultural Enrichment with Local/State/Tribal/National/Global Partners

Assessment Coordinator: Jeanne Stallman - Strategic Direction 7 Sponsor
Next Program Review: 2018 2019
Program Notes: SOU will be a catalyst for economic vitality, civic engagement and cultural enrichment through ongoing collaboration with local, state, tribal, national, and global partners.

Goal 1 - SOU will be a resource and collaborative partner for the economic, cultural, artistic and social betterment of the region.

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Involvement with state legislature (7.1) - Build and maintain relationships with state legislatures to further university interest **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020	**Task -** Convene legislator appointments **Target:** Schedule and hold at least 3 appointments per academic quarter **Notes:** President met with more than a half dozen legislators in each of Summer and Fall terms 2019. **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Held 14 one-on-one meetings with legislators plus additional legislator meetings in Summer/Fall 2019. (01/05/2020) **Related Documents:** President legislative appointments.docx Oregon Coastal Caucus 2019	**Action Taken:** Heavy meeting schedule in summer/fall allows lighter schedule when legislators are in session (and less able to meet); will adjust scheduling accordingly. (01/05/2020)
	Task - Host candidate forums **Target:** Host at least one forum per academic year **Notes:** Hosted State Senate candidates forum Nov 2018 in Music Recital Hall; approx. 430 attendees. Hosted US Sen. Jeff Merkley town hall Jan 3 2020 in SU-Rogue River Room; approx. 500 attendees. **Assessment Status:** Assessment Completed	**Reporting Period:** 2018 2019 **Result Type:** Target Met Hosted State Senate candidates forum Nov 2018 in Music Recital Hall; approx. 430 attendees. (01/05/2020) **Related Documents:** OCT 11 2018 Town Hall Patron Report.pdf	
		Reporting Period: 2019 2020 **Result Type:** Target Met Hosted US Sen. Jeff Merkley town hall Jan 3 2020 in SU-Rogue River Room; approx. 500 attendees. (01/05/2020) **Related Documents:** Merkley Town Hall reservation.pdf	**Action Taken:** Due to success, proposed similar town hall to Sen. Wyden staff. (01/05/2020)

Objectives	Means of Assessment	Results	Actions Taken
		Merkley Town Hall thank you email.pdf	
Establish university-community collaborative opportunities (7.1) - Project to establish an ongoing collaboration between the university and the local municipalities (aka Town-Gown relationship building) **Objective Status:** Active **Assessment Year(s):** 2018 2019, 2019 2020	**Task -** Investigate means to establish a baseline understanding of the town-gown relationship **Target:** Study the town-gown issue and identify areas of collaboration **Notes:** Regular meetings between colleagues at our partner institutions in the City of Ashland are now taking place, providing opportunities to surface potential areas of collaboration. **Assessment Status:** Assessment Completed	**Reporting Period:** 2019 2020 **Result Type:** Target Met Regular meetings of the Ashland Coalition are on-going, with robust participation. (01/05/2020) **Related Documents:** Town-Gown Update Lange Jan 2020.docx	
		Reporting Period: 2018 2019 **Result Type:** Target Met Discussions with the "Ashland Coalition" have informed the design of a town-gown survey to be administered by SOU Institutional Research (06/12/2019)	
		Reporting Period: 2018 2019 **Result Type:** Target Met Ashland Coalition identified 7 areas of focus: IT, emergency planning, safety/security, insurance education, diversity/cultural competency, cell tower tech, and health/well being (06/12/2019)	
	Survey - Conduct a town-gown survey **Target:** Survey administered **Notes:** SOU Institutional Research office is designing a survey based on similar work of the Optimal College Town Assessment (OCTA) but relevant to issues/concerns important to SOU and surrounding areas. **Assessment Status:** Assessment Started but not Completed	**Reporting Period:** 2019 2020 **Result Type:** Inconclusive Survey is almost complete and due to be sent out in January 2020. (01/05/2020)	
Enhance Alumni Relations Program - Grow alumni relations program by expanding membership opportunities and engagement efforts with timely and relevant communications. **Objective Status:** Active **Assessment Year(s):** 2017 2018, 2018 2019, 2019 2020 **Start Date:** 01/01/2018	**Task -** Alumni Program Survey **Target:** Better understand how our alumni program compares to peers through an in-depth program survey of at least 4 peer institutions by summer of 2018. **Assessment Status:** Assessment Completed		

Objectives	Means of Assessment	Results	Actions Taken
	Task - Alumni Association Board Involvement **Target:** Foster growth of SOU Alumni Association board member involvement by formalizing board application process and term limits, reviewing the alumni program survey, and adding three new member positions to the board who are directly connected to SOU (two students and one faculty). **Assessment Status:** Assessment Completed		
	Task - Establish non-dues membership program **Target:** Develop initial elements of a non-dues paying alumni membership program by July 2018 **Assessment Status:** Assessment Completed		
	Task - Improve experience of membership program and expand participation **Target:** Learn from first year experiences of new non-dues membership program (of both SOU staff and alumni participants) to produce a first-rate experience for all memberships, leading to x% growth in participation rates by June 2020. **Assessment Status:** Assessment Started but not Completed		
	Task - Increase communications to SOU alumni **Target:** Increase relevant and timely communications to SOU alumni through both online and offline channels; including a monthly e-newsletter, periodic director messages, and recent degree		

Objectives	Means of Assessment	Results	Actions Taken
	completion congratulation pieces. **Assessment Status:** Assessment Started but not Completed		
	Task - Revive annual homecoming and reunion events **Target:** Host first annual Homecoming/Parents Weekend in Fall 2019 with events that incorporate academic, athletic, and community activities under one common theme. **Assessment Status:** Assessment Completed		

Goal 2 - SOU will collaborate with a wide range of partners to provide civic engagement, service learning, and community-based learning experiences for all its learners.

Objectives	*Means of Assessment*	*Results*	*Actions Taken*
Promote civic engagement (7.2) - Provide opportunities for SOU students and local community members to collaborate on projects, research, capstones, internships, etc. **Objective Status:** Active **Assessment Year(s):** 2017 2018, 2018 2019, 2019 2020			
Enhance Alumni Relations Program - Grow alumni relations program by expanding membership opportunities and engagement efforts with timely and relevant communications. **Objective Status:** Active **Assessment Year(s):** 2017 2018, 2018 2019, 2019 2020 **Start Date:** 01/01/2018	**Task -** Alumni Program Survey **Target:** Better understand how our alumni program compares to peers through an in-depth program survey of at least 4 peer institutions by summer of 2018. **Assessment Status:** Assessment Completed		
	Task - Alumni Association Board Involvement **Target:** Foster growth of SOU Alumni Association board member involvement by formalizing board application process and term limits, reviewing the alumni program survey, and adding three new member positions to the board who are directly connected to SOU (two students and one faculty). **Assessment Status:** Assessment Completed		
	Task - Establish non-dues membership program **Target:** Develop initial elements of a non-dues paying alumni membership program by July 2018 **Assessment Status:** Assessment Completed		
	Task - Improve experience of		

Objectives	Means of Assessment	Results	Actions Taken
	membership program and expand participation **Target:** Learn from first year experiences of new non-dues membership program (of both SOU staff and alumni participants) to produce a first-rate experience for all memberships, leading to x% growth in participation rates by June 2020. **Assessment Status:** Assessment Started but not Completed		
	Task - Increase communications to SOU alumni **Target:** Increase relevant and timely communications to SOU alumni through both online and offline channels; including a monthly e-newsletter, periodic director messages, and recent degree completion congratulation pieces. **Assessment Status:** Assessment Started but not Completed		
	Task - Revive annual homecoming and reunion events **Target:** Host first annual Homecoming/Parents Weekend in Fall 2019 with events that incorporate academic, athletic, and community activities under one common theme. **Assessment Status:** Assessment Completed		

Accreditation Update

Accreditation Update
January 14, 2020

SOU successfully completed its Mid-Cycle self-evaluation report and peer evaluation in Fall 2019. The report was required to focus on three main areas:

1. Overview of institutional assessment plan
2. Representative examples of the institutional assessment plan
3. Evaluation of readiness for Year Seven (2023).

In addition, the report identified minor revisions to some Core Theme Objectives and Indicators, and institutional plans for completion of the Year Seven Self-Evaluation required for reaccreditation. Full text of the report is available in the Accreditation Resources section of the Institutional Research web page. The Peer Evaluation team offered the following conclusions:

- SOU has established a strong infrastructure to support its efforts to measure mission fulfillment
- SOU has made clear strides forward in developing a culture of assessment due to the extensive hard work, expertise, and commitment of those leading assessment efforts at all levels of the university
- Continued focus on the results of various assessments related to the strategic plan and core themes and how these are used in planning and resource allocation to achieve mission fulfillment will be important in preparation for the Year Seven Evaluation
- Emphasis on meaningful assessment that leads to continuous improvement, indicators that identify gaps in learning, and aspirational targets must be considered as SOU moves forward in setting and refining its indicators and benchmarks.

NWCCU will vote to accept the Mid-Cycle Self-Evaluation during its full Commission meeting on January 9, 2020.

In addition, SOU will need to prepare for the revised standards for accreditation approved in 2019. The revised standards respond to Department of Education regulations and NWCCU's Bylaws, as well as factors that affect accreditation and higher education in general, including (according to NWCCU): the current political environment, calls for transparency and disaggregated data, enrollment and financial challenges faced by member institutions, the need to adjust to a changing landscape of higher education, and the need to **"elevate the primary focus of accreditation to assure academic quality and the success of students within member institutions."** NWCCU's standards revision prioritized:

- making the accreditation process more concise
- reducing the institutional burden of accreditation for member institutions
- promoting consistency
- ensuring student success and instructional quality.

Important dates - revised accreditation cycle and timeline:

Annual Report (basic institutional data; *student achievement data*;* financials)
*Policies, Regulations and Financial Review: 2022**
Evaluation of Institutional Effectiveness (Year Seven): 2023
** denotes new requirement under the revised Accreditation Cycle which takes effect in 2020*

Budget Process for Future Fiscal Years (Action)

Budget Process Proposal

#1 FY '19 Legacy Process

(Recommended)

Budgeting starts in Nov,

BOT approves in June

Advantages:

1. Comfortable to campus users
2. Better Planning for programs/departments
3. Easier State Reporting
4. Timeline kept in sync

Disadvantages:

1. Volatility not captured
2. Long Session late approvals
3. Onerous Adjustments

#2 FY '20 Approach

Budgeting starts in Nov,

BOT approves a carry-forward of previous budget in June,

Final Adopted in October

Advantages:

1. Spending budget aligns tighter with known enrollments
2. Revenues estimates tighter
3. All legislative actions represented

Disadvantages:

1. 3mths into 12mth cycle
2. Adjustments are very late
3. Dual entry for 6-9mths
4. Reporting to state agencies problematic (BOT not approved)

#3 Hybrid Approach

Process #2 in state budgeting year

Process #1 in non-state budgeting year

Advantages:

1. Realistic revenue targets
2. Spending authority can be stripped in Oct if needed
3. Programs have general idea of spending going into summer

Disadvantages:

1. Triple-entry nightmare
2. Less confidence for programs going into summer
3. Reporting becomes fragmented – 2 'approvals'

Budget Update and Review of Pro Forma

(Review of live pro forma in meeting)

Pro Forma as of 10/8/19

Education and General (in thousands of dollars)	2017-19 Biennium 2017-18 Actual (000's)	2018-19 Actual (000's)	2019-21 Biennium 2019-20 Budget & Projections (000's)	2020-21 FORECAST (000's)	2021-23 Biennium 2021-22 FORECAST (000's)	2022-23 FORECAST (000's)
Revenue						
State Appropriations: SSCM	20,840	21,270	22,696	23,880	25,509	26,550
State Appropriations: ETIC/SELP	433	381	376	377	376	376
One-time Funding		0	672	672		
Total State Funding	21,273	21,651	23,744	24,929	25,885	26,926
Tuition	37,759	37,709	40,047	40,128	40,366	40,835
Fees	3,244	3,294	3,547	3,828	4,163	4,552
Raider Aid	(4,243)	(3,638)	(3,600)	(3,612)	(3,633)	(3,675)
Oth tuition adjustments						
Tuition, net of Raider Aid	36,760	37,365	39,994	40,345	40,896	41,711
Misc. Other Revenue	2,804	3,013	2,950	3,016	3,084	3,154
Other Adjustments to Revenue						
Total Revenues	60,837	62,030	66,688	68,290	69,866	71,791
Personnel Services						
Faculty	(15,044)	(15,801)	(16,560)	(17,071)	(17,415)	(18,025)
Admin	(8,854)	(9,230)	(10,053)	(10,311)	(10,591)	(10,763)
Classified	(6,436)	(6,484)	(6,824)	(6,884)	(6,965)	(7,033)
Student (& Other)	(1,430)	(1,500)	(1,615)	(1,723)	(1,832)	(1,940)
Labor	(31,763)	(33,014)	(35,052)	(35,988)	(36,803)	(37,760)
Retirement (PERS + ORP)	(6,841)	(7,007)	(9,143)	(9,387)	(9,603)	(9,853)
PEBB	(7,332)	(7,306)	(7,687)	(8,071)	(8,475)	(8,899)
Other	(2,839)	(3,018)	(3,501)	(3,595)	(3,676)	(3,771)
OPE	(17,012)	(17,331)	(20,331)	(21,053)	(21,754)	(22,523)
Net Personnel	(48,775)	(50,345)	(55,383)	(57,042)	(58,556)	(60,282)
Supplies & Services	(9,287)	(11,732)	(11,116)	(11,366)	(11,622)	(11,883)
Total Supplies and Services	(9,287)	(11,732)	(11,116)	(11,366)	(11,622)	(11,883)
Cost Reductions and Savings			2,435	3,150	3,475	3,750
Total Expenditures	(58,062)	(62,077)	(64,064)	(65,258)	(66,703)	(68,416)
Net from Operations Before Transfers	2,775	(47)	2,624	3,032	3,162	3,376
Net Transfers	(2,481)	(1,739)	(2,643)	(2,722)	(2,784)	(2,866)
Change in Fund Balance	**294**	**(1,786)**	**(18)**	**310**	**379**	**510**
Beginning Fund Balance	6,844	7,138	5,352	5,333	5,643	6,022
Ending Fund Balance	7,138	5,352	5,333	5,643	6,022	6,532
% Operating Revenues	**11.7%**	**8.63%**	**8.00%**	**8.26%**	**8.6%**	**9.1%**

Cost Reduction Strategy

- Assign cost reduction target to each Vice President = $2.4M

	Cost Reduction Target
President	$90K
Provost	$870K (NOT $1.5M)
VPFA (including General Institution)	$1.3M (NOT $670K)
VP EMSA	$200K
VP Development	$10K
Total	$2.47M

Note: Of the $2.47M in projected cost reductions, over $880K results from keeping vacant positions open

HECC Capital Process and SOU Capital Projects Update

Capital Projects – Process, Status and Way Forward

- HECC Scoring Process

- SOU Capital Projects Update
  - Current Projects
    - Boiler Replacement
    - Britt Hall
    - Central Hall
  - Strategy for success next year
    - Develop schematic design of Music/DMC…integrate in Master Plan
    - Obtain funding for Demo of Cascades

Docket Item:

2020 Public University Capital Recommendations

Summary:

The HECC is responsible for submitting to the Governor and Legislature a prioritized list of public university capital recommendations for consideration during the 2020 Legislative session.

Following the receipt of the Strategic Capital Development Plan Report in October, the Commission adopted a revised capital rubric that reflected several of the recommendations of the Plan. Subsequently, staff employed the rubric to score sixteen projects that had been submitted by public universities for potential funding.

The list of staff-prioritized projects, along with narrative summaries of each, is included in the appendix for the commission's consideration. A draft letter of transmission, that includes a number of policy recommendations, is included for review.

Docket Material:

During the 2019 legislative session, although funding was approved for capital improvement and renewal as well as the Oregon Manufacturing Innovation Center, the consideration of other university capital was delayed until the Strategic Capital Development Plan was completed. After receiving the Plan, the HECC revised the university capital rubric to focus on alignment with the Plan and other state priorities. The HECC-approved, prioritized list of projects will then be submitted as appropriate.

Timeline

February – September	Strategic Capital Development Plan (SCDP) Work
October 10	Presentation of SCDP Report and adoption of revised capital rubric
October 21	Deadline for university submission of proposed projects
November 7	Overview of submissions and grading process
December 11	Consideration of prioritized projects
December 13, 2019	Submission of prioritized projects to DAS/LFO

HECC University Capital Principles

The prioritization process is not a distribution model. All state-backed debt will support E&G space and support program needs for the 21st century, extend the capacity of existing facilities to support student success, and align capital investments with workforce and economic development needs.

Projects that demonstrate the following will be prioritized:

- Capital renewal approach that repurposes existing space
- Operational cost savings along with safety and security
- Public-private and multi-party collaborations
- Leveraging of private resources and institutional funds

Revised Rubric

The rubric includes nine components worth a total of 100 points. The full, detailed rubric is included in appendix A for reference.

52% Based on Alignment with Strategic Capital Development Plan:
24 points – Space renewal, workforce or completion priorities
12 points – Addressing deferred maintenance issues
8 points – Supports research and economic development
8 points – Collaboration with interested parties
48% Based on Other State Priorities:
15 points – Leveraging institutional resources
10 points – Student Success for Underserved Populations
10 points – Life safety, security, or loss of use
8 points – Operational savings and sustainability
5 points – Institutional priority

Submitted Projects
A total of 21 projects were submitted. Thirteen were existing projects totaling $415.3 million of which $85.9 million is from institutional funds. These projects were submitted during the spring of 2018 during the normal budget process.

There are three new projects that total $69.5 million of which $5.5 million is from institutional funds. One of the projects is a demolition that will not qualify for bond funding but was included at staff request in order to provide more information on institutional need.

Five are self-funded projects totaling $138 million entirely from institutional funds. Three are residence hall projects. The self-funded projects are not prioritized but included for reference.

Process and Prioritization
The projects were considered by cross-functional grading teams composed of HECC staff. Teams scored the projects in accordance with the capital rubric as adopted by the Commission. Projects were prioritized based on their alignment with state priorities. The prioritized list is included in appendix B with summaries of all projects included in appendix C.

Each project was scored separately. Institutions were allowed to submit as many projects as they choose although they submitted mostly existing projects previously considered during the ARB process last year. OSU-Cascades was allowed its own institutional priority but was included with OSU-Corvallis for leveraging institutional resources.

Noteworthy Project Examples

Strategic Capital Development Plan Alignment – OSU Cordley Hall Renovation, Phase II
The Cordley Hall Renovation project will transform an aged and worn out facility, which was designed for research as it was conducted over 50 years ago, into a modern research and education facility. Phase I, already funded, is centered on replacing mechanical and electrical systems. Phase II will focus on re-organizing the teaching and research spaces to create more flexible and active learning focused spaces.

Cordley Hall is central to biological sciences at OSU. Biology is the fourth largest major with over 1,200 students. Courses taught in Cordley Hall are required for over 30% of OSU undergraduates and the introductory biology and botany courses for non-majors serve over 70 majors in eight colleges. Over 600 undergraduates have had research experiences in the last four years with over 400 serving as learning assistants. OSU thoroughly explained how this project will address space renewal, focus on STEM related completions, address deferred maintenance issues, support research opportunities, and incorporate collaboration opportunities.

Operational Savings and Sustainability – PSU Science Building 1 (SB1) Renovation and Expansion
This proposed project transforms the outdated science building into a modern facility well equipped to educate the next generation of health and science professionals. Highly STEM centric, the upgraded facility will

demonstrate energy savings due to lighting upgrades and HVAC heat recovery. A reduction of 25-30% is estimated in energy consumed by lighting alone. PSU provided data to demonstrate the reduction in operating costs and the sustainability associated with heat recovery technology.

Life Safety, Security, or Loss of Use – OIT Boivin Hall
Boivin Hall has been largely unmodified since its construction in 1976. It houses the only chemistry labs on campus for all undergraduate students. With asbestos issues and other life safety concerns, OIT comprehensively demonstrated how this facility is in need of intervention and will cause severe disruption to the student experience should it suffer a catastrophic loss of use.

Student Success for Underserved Population – WOU Student Success Center
The Student Success Center is the cornerstone of WOU's efforts to maximize retention and graduation rates. Clustering student support services, and allowing for additional space for student engagement, will support these efforts. WOU explicitly defined the projected impact on retention and graduation rates as a result of this project and set clear expectations.

Policy Recommendations
The strategic capital development plan (SCDP) has guided the process of revising the rubric. In addition, a number of key findings and recommendations in the report could also make for effective policy and should be communicated to the Legislature.

A draft letter of transmission is included in appendix D for consideration. The letter includes the following policy recommendations:

- **Incorporate a broader definition of capital investment**. Funding demolition projects without a replacement of like facilities.

- **Focus on capital improvement and renewal (CIR)**. Provide additional funding through the existing CIR formula to drive more funding to institutional deferred maintenance projects.

- **Pursue process improvements**. Collect facility inventory and other relevant data upon to allow for a better understanding of capital needs.

Staff Recommendation:

.
Staff recommends the subcommittee approve the 2020 Public University Capital recommendations for consideration at the full Commission meeting.

A motion to adopt the prioritized list as presented for the Commission's consideration.

Appendix A: Revised 2019-2021 University Capital Project Rubric

100 Total Points Available

A **Strategic Capital Development Plan**
1-52 Points

Points	Components within the Plan
24	**Space renewal, workforce or completion priorities** Proposals that increase the efficiency and effectiveness of educational and general space as measured by space utilization statistics. Or address workforce needs pursuant to the SCDP as demonstrated by the measured gaps in completers versus job openings. Or support student success and degree completion numbers pursuant to the 40-40-20 Strategic Plan.
12	**Addressing deferred maintenance issues** Proposals that either reduce deferred maintenance or lead the institution to create a deferred maintenance set aside account to proactively address future deferred maintenance needs.
8	**Supports research and economic development** Proposals that develop space in support of the expansion of research efforts or the potential for additional research grant funding. Or create and expand employment opportunities relative to economy and workforce needs indicated in the SCDP by institution. Or support degree programs that are important to employers.
8	**Collaboration with interested parties** Proposals that include collaborative efforts between the university and other public service entities (or related parties) or the creation of consortia.

B **Operational Savings and Sustainability**
1-8 Points

Projects are scored based on cost savings generated by operational savings. Or the potential for sustainability. Sustainability is defined as the ability to support continued efficiency or a project that possesses the quality of not being harmful to the environment or depleting natural resources.

C **1-10 Points**	**Life Safety, Security, or Loss of Use**

Projects are scored based on the priority of the project to meet life, safety and code compliance needs of mission critical items, including lifecycle cost analysis or projects that support key programs and initiatives.

1. **Life Safety**. For a project to be considered critical, the project must predominantly address facility deficiencies (code compliance) related to the health, safety, and welfare of the occupants and the public. The request will be considered as to the significance of the hazard or risk the facility conditions pose and the immediacy of the period requested to address those concerns.

2. **Security**. The proposal supports a safe and secure environment in all buildings and grounds owned, leased and/or operated by the universities. The proposal promotes safety through policies and programs. The proposal safeguards the university's property and physical assets.

3. **Loss of Use**. A project may be considered critical if it addresses imminent loss of use due to facility deficiencies. These can include mechanical, electrical, or structural systems as well as the accreditation requirements of a program. Critical loss of use projects would directly result in the inability of that program to function in the related area and/or maintain the funding necessary to sustain that program.

D **1-5 Points**	**Institutional Priority**

Each institution will identify the top three projects from only the tier one category as defined by the university presidents:

5 points – 1st priority
3 points – 2nd priority
1 points – 3rd priority

E 1-10 Points	Student Success for Underserved Populations

Projects are considered based on the expected impact of the project on student success as defined by degree or certificate attainment or the reduction of equity gaps, with special emphasis on those underserved populations that are similarly emphasized in the Student Success and Completion Model:

1. Low income
2. Underrepresented minority
3. Rural
4. Veteran

F 1-15 Points	Leveraging Institutional Resources

External funding should be a factor in prioritizing projects, but should not inappropriately determine institutional or state priorities. The campus match component identifies a minimum percentage of project costs to be borne by the institution, ideally from external funding but which could include grants, donations or other funds not derived from institutional or state resources.

Technical and Regional institutions have an adjusted matching schedule to acknowledge a smaller external funding base in the rural communities of the state. The matching expectation is also adjusted by the type of project whether it is new construction or the major renovation of an existing facility.

Ten points are based on the level of matching and five points are based on the availability of funds according to the schedules below.

OSU and UO Matching		
% Match	New Construction	Major Renovation
25% or over	10	10
24%	8	10
15%	6	10
10%	5	9
5%	4	5

OR

PSU Matching		
% Match	**New Construction**	**Major Renovation**
15% or over	10	10
12%	8	10
9%	6	10
6%	5	9
3%	4	5

OR

Technical Regional Matching (EOU, SOU, OIT, WOU)		
% Match	**New Construction**	**Major Renovation**
5% or more	10	10
4%	8	10
3%	6	10
2%	4	7
1%	2	5

AND

Majority pledged or in hand verified in proposal	
% Match	**Points**
100% add	5
75% add	4
50% add	3
25% add	2
0%>=10% add	1
0%	0

Appendix B: Prioritized List of Public University Capital Projects

Priority	Institution	Project Submittals	HECC Rubric Score	XI-G	XI-Q	Subtotal	Gifts/Other	Project Total	State Running Total
1	OSU	Cordley Hall Renovation, Phase II	95	$ 28,000,000	$ -	$ 28,000,000	$ 28,000,000	$ 56,000,000	$ 28,000,000
2	OIT	Boivin Hall Rehabilitation	93	$ 1,015,000	$ 18,270,000	$ 19,285,000	$ 1,015,000	$ 20,300,000	$ 47,285,000
3	PSU	SB1 Renovation & Expansion	92	$ 7,500,000	$ 67,500,000	$ 75,000,000	$ 7,500,000	$ 82,500,000	$ 122,285,000
4	WOU	Student Success Center	91	$ -	$ 21,340,000	$ 21,340,000	$ 660,000	$ 22,000,000	$ 143,625,000
5	UO	Huestis Hall Deferred Maintenance	89	$ 6,360,000	$ 50,880,000	$ 57,240,000	$ 6,360,000	$ 63,600,000	$ 200,865,000
6	OSU	Arts and Education Complex	85	$ 35,000,000	$ -	$ 35,000,000	$ 35,000,000	$ 70,000,000	$ 235,865,000
7	OSU-CC	Student Success Center	84	$ 5,000,000	$ 7,900,000	$ 12,900,000	$ 5,000,000	$ 17,900,000	$ 248,765,000
8	WOU	Health Science Remodel	83	$ -	$ 48,015,000	$ 48,015,000	$ 1,485,000	$ 49,500,000	$ 296,780,000
9	EOU	Inlow Hall Renovation, Phase II	74	$ -	$ 10,600,000	$ 10,600,000	$ -	$ 10,600,000	$ 307,380,000
10	SOU	Music Renovation & DMC Addition	74	$ -	$ 13,650,000	$ 13,650,000	$ 450,000	$ 14,100,000	$ 321,030,000
11	SOU	Britt Phase II DM & Creative Institute	66	$ -	$ 4,700,000	$ 4,700,000	$ 50,000	$ 4,750,000	$ 325,730,000
12	WOU	Performing Arts Remodel	63	$ -	$ 16,005,000	$ 16,005,000	$ 495,000	$ 16,500,000	$ 341,735,000
13	WOU	Achievement, Movement and	51	$ -	$ 30,264,000	$ 30,264,000	$ 936,000	$ 31,200,000	$ 371,999,000
14	EOU	Grand Staircase Replacement	40	$ -	$ 3,000,000	$ 3,000,000	$ 80,000	$ 3,080,000	$ 374,999,000
15	OSU-CC	Land Development - Area 2	35	$ 835,000	$ 15,830,000	$ 16,665,000	$ 835,000	$ 17,500,000	$ 391,664,000
N/A	SOU	Cascade Hall Demolition	N/A	$ -	$ -	$ -	$ 3,500,000	$ 3,500,000	
		Total/Average	**74**	**$ 83,710,000**	**$ 307,954,000**	**$ 391,664,000**	**$ 91,366,000**	**$ 483,030,000**	

Self Funded Projects - Not graded		
EOU	New Residence Hall	$ 14,000,000
OIT	New Residence Hall	$ 45,000,000
PSU	12th & Market Residence Hall	$ 60,500,000
PSU	University Center Building Land Purchase	$ 15,000,000
WOU	Valsetz Dining & Auxilliary Services Renovation	$ 3,500,000
Self funded Totals		**$ 138,000,000**

Cascades Hall Demolition Project 2020

The Cascades Complex at Southern Oregon University was built in phases in the early 1960s. It consists of eight residence halls situated around a cafeteria. As it neared the end of its 50-year lifespan SOU explored repurposing the complex; both internal and consultant reviews identified complex fire/life/safety issues that preclude re-purposing the space. Subsequently, SOU developed new residence halls and cafeteria space in a more favorable location on campus using a public-private partnership. Since 2013 the Cascades Complex has served as swing space during construction projects including Science, Theatre, Athletics, and Health/Physical Education/Leadership.

Current Conditions:

- Two wings (Forest and Glacier) condemned
- HVAC system at end of life
- Roof leaks
- Plumbing system degraded
- Steam system piping at end of life
- Facility fails to meet ADA, ASHRAE and seismic standards
- Asbestos on all Mechanical Equipment

Cascades is ranked **#1** by Sightlines LLC as having the highest maintenance backlog of all buildings. When in full operation Cascade consumed **65%** of all steam generated during winter and **65%** of all electrical use during the summer. Demolition will reduce deferred maintenance backlog by **$12M**. In addition, this project creates economic development opportunities at SOU by opening up land in the middle of Ashland for development.

Proposed state demolition project scheduled to start in June 2021 would completed by March 2022.

HIGHER EDUCATION COORDINATING COMMISSION LETTER TO WAYS & MEANS CO-CHAIRS:

Oregon
Kate Brown, Governor

Higher Education Coordinating Commission
255 Capitol Street NE, Third Floor
Salem, OR 97310
www.oregon.gov/HigherEd

December 30, 2019

Senator Betsy Johnson
Senator Elizabeth Steiner Hayward
Representative Dan Rayfield
Joint Committee on Ways and Means
900 Court Street NE
H-178 State Capitol
Salem, OR 97301

Dear Co-Chairpersons:

Pursuant to ORS 352.089(5), we recently submitted the HECC's recommendations for state investments in public university capital projects, to be considered during the 2020 session. To develop our prioritized list of projects, the Commission employed a scoring rubric that had been significantly revised to reflect recommendations contained within the 10-year comprehensive strategic capital development plan (SCDP) that our consulting partners developed during 2019. Among other things, the SCDP recommends placing a greater emphasis on renewal and repair, particularly where projects support programs aligned with the state's workforce and demographic needs.

However, the rubric represented just one tangible result of the SCDP. As the Commission begins to explore how to respond to other key findings in the report, it has developed an initial set of capital policy recommendations. We believe these recommendations could be implemented as early as the 2021-23 biennium. We outline three recommendations below:

1) Incorporate a Broader Definition of Capital Investment

As recommended in the SCDP, the state's understanding of the types of projects that should qualify for capital funding could be broadened to include the last phase of a facility's life cycle, which is the demolition of property that is at the end of its useable life. Given the ineligibility of demolition projects for state bonding, the state would need to appropriate funding for the demolition of facilities deemed not salvageable and well beyond their useful life. Doing so will address significant, existing deferred maintenance and would take place in light of an overall surplus of space.

It is likely that a very modest state funding commitment would meet existing and anticipated demolition needs. An example of an existing need is the Cascade Hall demolition project at SOU. This post-WWII era building is well beyond its useful life and could be demolished in light of a surplus of instructional space on campus. It is more cost effective to demolish the facility then to modernize it. This $3.5 million demolition would remove $12 million in deferred maintenance.

FOR MORE INFORMATION, CONTACT:
Jeanne Stallman, Director of Government Relations • 541-552-6733 or stallman@sou.edu

Capital Projects – Process, Status and Way Forward

- HECC Scoring Process

- SOU Capital Projects Update
  - Current Projects
    - Boiler Replacement
    - Britt Hall
    - Central Hall
  - Strategy for success next year
    - Develop schematic design of Music/DMC…integrate in Master Plan
    - Obtain funding for Demo of Cascades

Boilers Pre-Construction Summer 2019

Boilers Installed and Operating January 2020

1 7:56AM

STEEL HEATING BOILER
PACIFIC
JOHNSTOWN PENNA
1 7:56AM

Update on Revisions to the Student Success and Completions Model

Docket Item:

SSCM Evaluation – Line Items within Mission Differentiation Funding

Summary:

Information about the mission differentiation funding line items is included in the appendix to this docket item. There are 33 items totaling $69 million.

Docket Material:

A review of the student success and completion model (SSCM) was conducted at the last meeting of the funding and achievement subcommittee. The subcommittee members asked for more information regarding the line items of funding included within the mission differentiation portion of the funding model. The Budget Report Summary (BRS) provides that information.

The appendix of this docket item also includes a list of the items and their descriptions.

Staff Recommendation:

This is an informational and discussion item only.

Appendix: FY 2019-20 Mission Differentiation Allocation by Line Item

Line Item	EOU	OIT	OSU	OSU Cascades	PSU	SOU	UO	WOU	Total
Bldg. Maintenance / SWPS	0	0	2,027,637	0	0	0	0	0	2,027,637
Campus Public Service Programs	252,116	0	0	0	648,556	112,476	614,707	1,732	1,629,587
Chancellor's Office Operations	0	0	0	0	0	0	0	0	0
Collaborative OUS Nursing Program	25,048	14,703	0	0	0	42,305	0	27,770	109,826
Engineering Graduate	0	42,550	2,629,474	0	604,605	0	6,142	0	3,282,771
Engineering Technology Undergraduate	0	1,646,375	0	0	66,289	0	0	4,140	1,716,804
Health Professions Programs	313,584	2,572,010	0	0	0	432,657	0	349,818	3,668,069
Law & Legal Studies (CIP 22)	0	0	0	0	0	0	684,629	0	684,629
OCATE	0	0	0	0	662,166	0	0	0	662,166
AA SCH Adjustment	0	227,209	0	0	0	0	0	0	227,209
Oregon Wide-Area Education Network	0	0	0	0	0	0	459,485	0	459,485
Pharmacy (CIP 51.2)	0	0	1,175,894	0	0	0	0	0	1,175,894
PSU-NEW Leadership Oregon	0	0	0	0	74,374	0	0	0	74,374
Oregon Biodiversity Information Center	0	0	0	0	56,047	0	0	0	56,047
Regional Solutions	14,873	0	0	14,873	14,873	0	14,873	0	59,492
Rural Access	287,509	0	0	0	0	0	0	0	287,509
Southwestern Oregon University Center	128,053	0	0	0	0	0	0	0	128,053

Line Item	EOU	OIT	OSU	OSU Cascades	PSU	SOU	UO	WOU	Total
Statewide Access	0	943,647	0	0	0	0	0	0	943,647
Systemwide Expenses / Programs	62,786	59,661	886,258	0	271,849	144,032	790,030	167,706	2,382,322
Vet. Med (CIP 51.24)	0	0	3,924,454	0	0	0	0	0	3,924,454
Veterinary Diagnostic Lab	0	0	1,392,879	0	0	0	0	0	1,392,879
Subtotal Mission Support	**1,083,969**	**5,506,155**	**12,036,596**	**14,873**	**2,398,759**	**731,470**	**2,569,866**	**551,166**	**24,892,854**
11-13 Regional Support	897,635	897,636	0	0	0	897,637	0	897,636	3,590,544
Resident/Fundable Adjustment	2,262,275	0	0	0	0	0	0	0	2,262,275
IT Fifth Site/OCATE	543,052	543,052	0	0	0	543,052	0	543,052	2,172,208
Regional Access	963,539	414,833	0	0	0	311,116	0	103,688	1,793,176
Regional University Support Adjustment	3,145,660	2,834,331	0	2,161,842	0	2,703,978	0	2,164,310	13,010,121
Retention & Graduation	387,233	387,422	0	258,258	0	387,413	0	387,340	1,807,666
Retrenchment	221,276	221,386	0	147,576	0	221,377	0	221,337	1,032,952
TRU Shared Services	1,654,120	1,689,766	0	0	0	1,867,859	0	1,399,731	6,611,476
Underpinning	387,233	387,422	0	258,258	0	387,413	0	387,340	1,807,666
Subtotal Regional Support	**10,462,023**	**7,375,848**	**0**	**2,825,934**	**0**	**7,319,845**	**0**	**6,104,434**	**34,088,084**
Faculty Salaries - Research	44,301	73,873	672,859	0	579,332	105,059	788,639	77,139	2,341,202
Sponsored Research	49,200	18,752	2,407,410	0	399,162	37,502	1,185,077	141,391	4,238,494
Subtotal Research Support	**93,501**	**92,625**	**3,080,269**	**0**	**978,494**	**142,561**	**1,973,716**	**218,530**	**6,579,696**
Dual Credit	192,728	1,005,894	0	0	858,734	718,588	0	712,481	3,488,425
Grand Total	**11,832,221**	**13,980,522**	**15,116,865**	**2,840,807**	**4,235,987**	**8,912,464**	**4,543,582**	**7,586,611**	**69,049,059**

MISSION SUPPORT PROGRAMS

Building Maintenance, Statewide Public Service Facilities
This program provides funds for OSU to operate and maintain Statewide Public Service facilities (related to all three SWPS programs) on its Corvallis campus.

Campus Public Service Programs
This program provides omnibus funding for campus public service program operations at all seven public universities. The HECC does not specify or track the distribution of funds between each institution's Campus Public Service Programs.

Collaborative Nursing Program
Funding is provided to support EOU, OIT, SOU, and WOU for hosting OHSU nursing students. OHSU receives the tuition dollars for the nursing courses taught on these regional campuses. This supplement supports the cost of providing common services to the students.

Engineering Technology Graduate
In order to account for the increased cost of engineering graduate programs, funds are allocated to OIT/OSU/PSU to support their graduate engineering programs. Funding is determined by multiplying the calculated rate by resident FTE per campus in CIP 14 (Engineering). The funds available for this line item are adjusted each year in the same manner as other Mission Differentiation components; however, the distribution of those funds between institutions is determined by data on an annual basis.

Engineering Technology Undergraduate
In order to account for the increased cost of engineering programs, funds are allocated to OIT and PSU in order to support the undergraduate engineering programs. Funding is determined by multiplying the calculated rate by resident FTE per campus in CIP 15 (Engineering Technologies). The funds available for this line item are adjusted each year in the same manner as other Mission Differentiation components; however, the distribution of those funds between institutions is determined by data on an annual basis.

Health Professions Programs
Funding is provided to increase nursing prerequisite courses for the Oregon Consortium for Nursing Education (OCNE) program and to expand the OIT health professions programs. The program funds are managed by OIT and distributed to various campuses in order to support specific program objectives.

UO Law Underpinning
Underpinning funding is provided to the University of Oregon Law School, Oregon's only public law school. This line item did not exist as part of the RAM but is included in the SSCM to provide a stable base of funding for the UO Law program to buoy it from funding inconsistencies that otherwise may be caused by positive and negative enrollment spikes. UO Law student credit hour completions and degree

completions will continue to earn additional resources through the SSCM, but at a reduced rate. The baseline underpinning funding is based on an assessment of recent enrollment and funding for the UO Law program. Funding available as Law Underpinning will be adjusted each year in a similar manner to other Mission Differentiation components.

OCATE/Engineering
The Oregon State Board of Higher Education formed the Oregon Center for Advanced Technology Education (OCATE) in April 1985 with $1 million from state lottery funds. The Center offered programs in engineering education in partnership with Oregon universities. Currently, funding enables employees of the high technology economic sector of Washington County to take graduate courses at Portland State University's Maseeh College of Engineering and Computer Science.

OIT Terminal Health Programs Underpinning
Underpinning funding is provided to OIT as support for health programs of study that terminate in less than a Bachelor's Degree. This line item did not exist as part of the RAM but was inherent in its enrollment-based funding mechanism. With the transition to the SSCM, programs offering less-than-4-year degrees do not earn completion-based SSCM funding. Providing Mission Differentiation funding ensures that these health programs continue to be offered by OIT to the benefit of the citizens of the region. The baseline underpinning funding was based on an assessment of recent enrollment and completions in these health programs.

Oregon Wide-Area Education Network
The Oregon Wide-Area Education Network (OWEN) is a collaboration of four state computer networks to realize cost savings by sharing bandwidth and access to Internet providers and is hosted at UO. The networks include the Network for Education and Research (NERO) network, the Oregon Department of Administrative Services' (DAS) network, the Oregon Public Education Network (OPEN), and the state's K-12 network.

OSU Pharmacy Underpinning
Underpinning funding is provided to OSU as support for its Pharmacy program. This line item did not exist as part of the RAM but is included in the SSCM to provide a stable base of funding for the Pharmacy program to buoy it from funding inconsistencies that otherwise may be caused by positive and negative enrollment spikes. Pharmacy student credit hour completions and degree completions will continue to earn additional resources through the SSCM, but at a reduced rate. The baseline underpinning funding is based on an assessment of recent enrollment and funding for the Pharmacy program. Funding available as Pharmacy Underpinning will be adjusted each year in a similar manner to other Mission Differentiation components.

PSU New Leadership Oregon
The National Education for Women's (NEW) Leadership of Oregon program is an award-winning women's leadership development program housed at the Center for Women, Politics & Policy at Portland State University (PSU). NEW Leadership Oregon's goal is to develop an inclusive women-centered leadership program that will educate and encourage outstanding college women to develop career paths in politics and public service.

Oregon Biodiversity Information Center at PSU
The Oregon Biodiversity Information Center (ORBIC) is part of the Institute for Natural Resources (INR) and is based at Portland State University (PSU). ORBIC leads INR's biodiversity and conservation work; and its key function is to maintain, develop and distribute biodiversity information in Oregon. The center works with partners across the region to provide the most comprehensive information on plants, wildlife, fish, fungi, and vegetation communities throughout Oregon. ORBIC houses information including the most comprehensive database of rare, threatened and endangered species of Oregon. ORBIC was originally formed by the Oregon Legislature in 1979 as the Oregon Natural Heritage Program.

Regional Solutions Centers
Beginning in FY2013, this program provides support to those universities (EOU, OSU-Cascades, PSU, and UO) that offered to house the Governor's Regional Solutions Centers on their campuses and is intended to offset administrative and space costs associated with hosting these offices.

Oregon Biodiversity Information Center at PSU
The Oregon Biodiversity Information Center (ORBIC) is part of the Institute for Natural Resources (INR) and is based at Portland State University (PSU). ORBIC leads INR's biodiversity and conservation work; and its key function is to maintain, develop and distribute biodiversity information in Oregon. The center works with partners across the region to provide the most comprehensive information on plants, wildlife, fish, fungi, and vegetation communities throughout Oregon. ORBIC houses information including the most comprehensive database of rare, threatened and endangered species of Oregon. ORBIC was originally formed by the Oregon Legislature in 1979 as the Oregon Natural Heritage Program.

Rural Access
This EOU-based program seeks to create, develop, and encourage a college-going culture in rural Oregon to increase the percentage of high school graduates attending college to the state average, resulting in an increased investment in economic development in the region and an increased regional and state tax base.

Southwestern Oregon University Center
The Southwestern Oregon University Center (SOUC) is an EOU and community college collaboration that offers a selection of undergraduate and graduate degree programs on the campus of Southwestern Oregon Community College (SWOCC) in Coos Bay. The collaboration allows students the opportunity to earn a degree from an Oregon university while living in Coos Bay. The SOUC provides advising for all of Oregon's state universities and on-site representatives from Eastern Oregon University and Linfield College.

Statewide Access
Statewide Access allocates state support to OIT to provide technology education on a statewide basis. The original allocation was made in 2001-03 and held constant for four years. Beginning in 2005-07, this program was subject to inflation as well as legislative adjustments.

Systemwide Expenses / Programs
Funding is intended to cover certain assessments by the state of Oregon. Additionally, funding may also be used to provide endowment matches, funds for faculty diversity, funds for students with disabilities and funding for the ORBIS library consortium.

OSU Veterinary Medicine Underpinning
Underpinning funding is provided to OSU as support for its Veterinary Medicine program. This line item did not exist as part of the RAM but is included in the SSCM to provide a stable base of funding for the Veterinary Medicine program to buoy it from funding inconsistencies that otherwise may be caused by positive and negative enrollment spikes. Veterinary Medicine student credit hour completions and degree completions will continue to earn additional resources through the SSCM, but at a reduced rate. The baseline underpinning funding is based on an assessment of recent enrollment and funding for the Veterinary Medicine program. Funding available as Veterinary Medicine Underpinning will be adjusted each year in a similar manner to other Mission Differentiation components.

Veterinary Diagnostic Laboratory
The OSU Veterinary Diagnostic Laboratory is a public-supported facility providing a full range of animal disease diagnostic services to veterinarians, livestock producers, pet owners, and biomedical researchers. In addition to diagnostic services, the Laboratory shares in the training of future veterinarians through instruction of veterinary medical students in the practice of diagnostic medicine.

REGIONAL SUPPORT PROGRAMS

Continuation of 2011-13 Regional Support
This program continues supplemental appropriations for the four Technical and Regional Universities (TRUs, consisting of EOU, SOU, WOU and OIT). The supplemental appropriations were first established in the 2011-13 biennium.

EOU Supplemental Support (Fundable FTE Supplement)
Under the now-retired RAM funding system, all students at EOU were considered “fundable,” which meant enrollment-based state support was earned by both resident and non-resident student credit hour completions. Because the SSCM only provides funding based on resident student achievement and completions, EOU would have lost a substantial amount of its share of state funding. The EOU Supplemental Support Mission Differentiation line provides additional state funding to offset what otherwise would be lost in the transition of data from the “fundable” basis to the “resident only” basis. The funding will continue in future years and receive the same inflationary adjustments as other MD line items.

Regional Access
This program provides core support for regional institutions with small enrollment bases to ensure geographic access to public higher education for all Oregonians.

Regional University Support Adjustment
The Regional University Support Adjustment provides $13,010,121 in FY 2019-20 as support for institutions reporting fewer resident FTE than 7,500. The funds are distributed proportionally between

EOU, OIT, SOU, WOU, and OSU-Cascades according to how far below the 7,500 FTE threshold each institution falls (OSU-Cascades receives a discounted proportion-- 60%--of funding). The total funding available will change at the same rate as other Mission Differentiation items but the allocation of those funds will be recalculated each year, reflecting annual changes in FTE counts at the eligible institutions.

Retrenchment, Retention and Graduation and Underpinning
Funding for these three programs was implemented in 2007-09 as a result of legislative support for financial stability at regional campuses and to provide incentives for retention and graduation at those institutions. The retention and graduation component was introduced to provide resources and incentives for campuses to develop and begin implementing plans to achieve improvements. The intent of this shift was to move toward allocations based on realized achievement improvements.

TRU Shared Services and IT Fifth Site
These programs provide funding to the TRUs to support their increased costs as a result of the new University Shared Services Enterprise (USSE) which replaced much of the shared services previously provided by the OUS Chancellor's Office. Under HB 2611 (2015), the USSE will exist in its current form until at least the end of the current biennium, with the exception of risk management services, which may be provided by individual campuses instead of the USSE if the campuses so choose. At this time, only UO has done so. In addition, under SB 54 (2017), Shared Services must provide benefits necessary to maintain the tax-exempt status of capital bonds.

RESEARCH SUPPORT PROGRAMS

Sponsored Research
This program provides support for research as an incentive to attract additional sponsored research to the campuses. Support levels were calculated in 1996-97 based on 4% of Sponsored Research expenditures. Subsequent to 1996-97, funding levels for this program are based on this initial allocation, inflation, and legislative cuts.

Faculty Salaries-Research
This program provides additional research support to institutions on the basis of instructional faculty salaries, specifically, 3% of faculty salaries at OSU, PSU and UO, and 2% of faculty salaries at EOU, OIT, SOU, and WOU in 1996-97. Subsequent to 1996-97, funding levels for this program were based on this initial allocation, inflation, and legislative cuts.

Government Relations Update

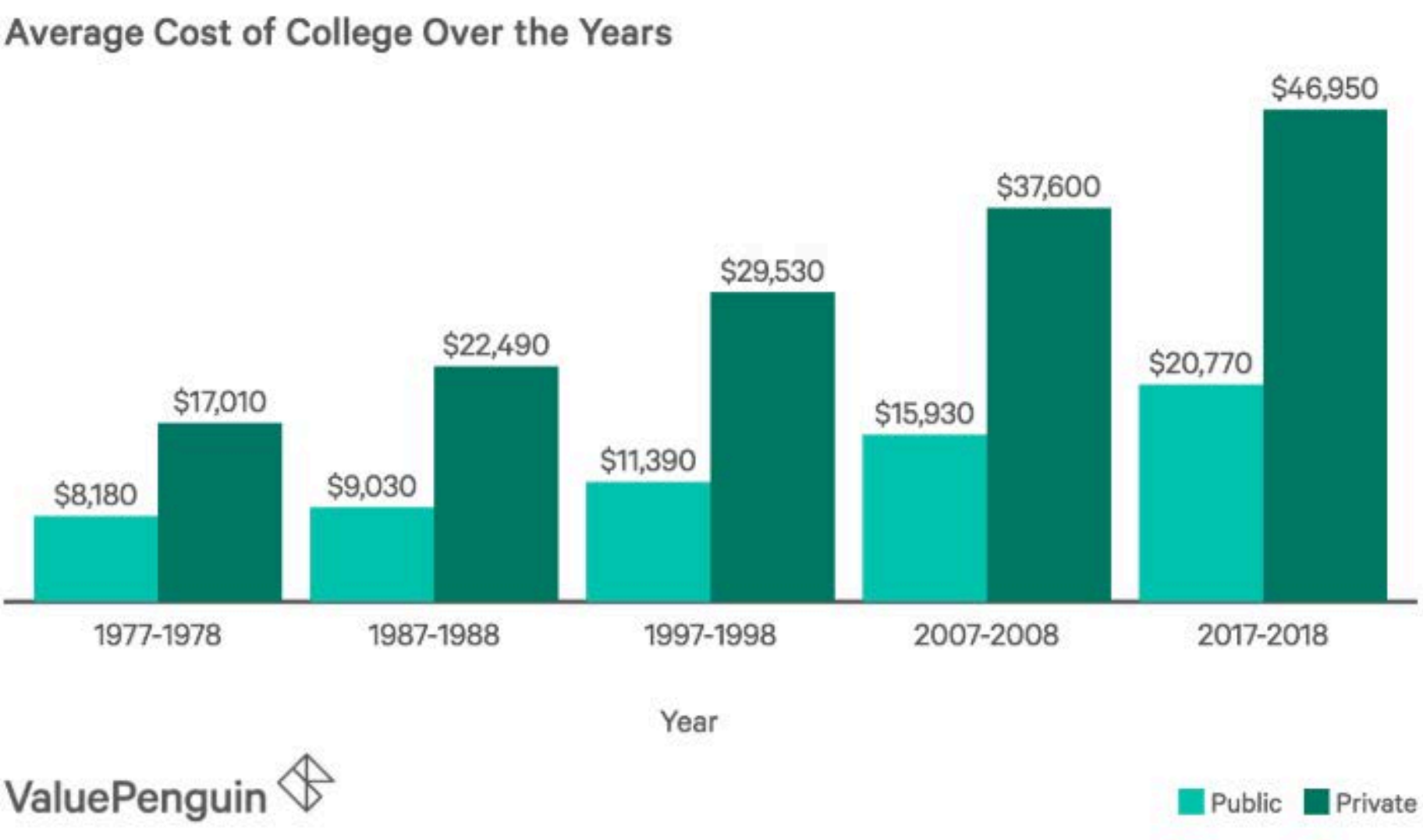
Tuition and Fees Process Update

College Affordability and Student Debt

College Affordability and Student Loan Debt

Board of Trustees

January 17, 2020

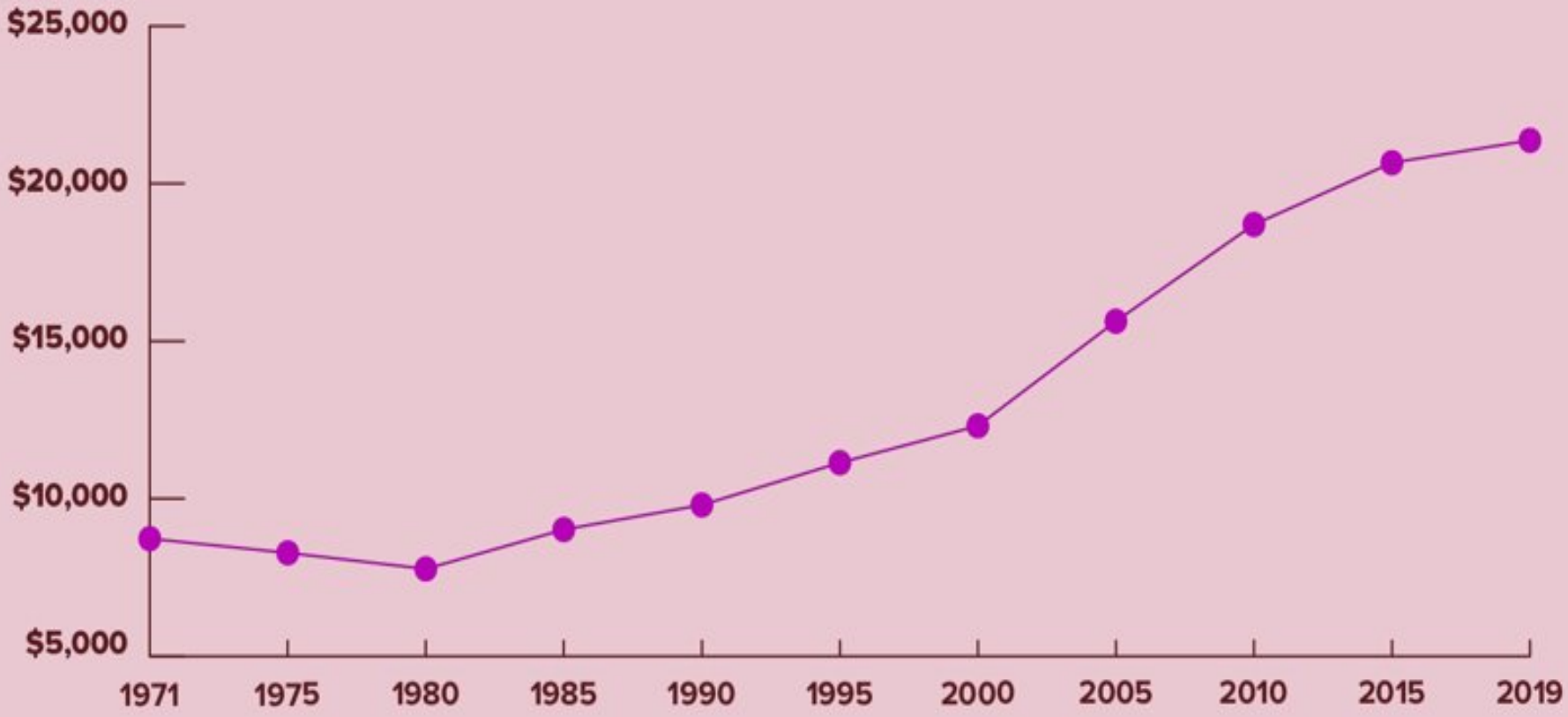


Sources:

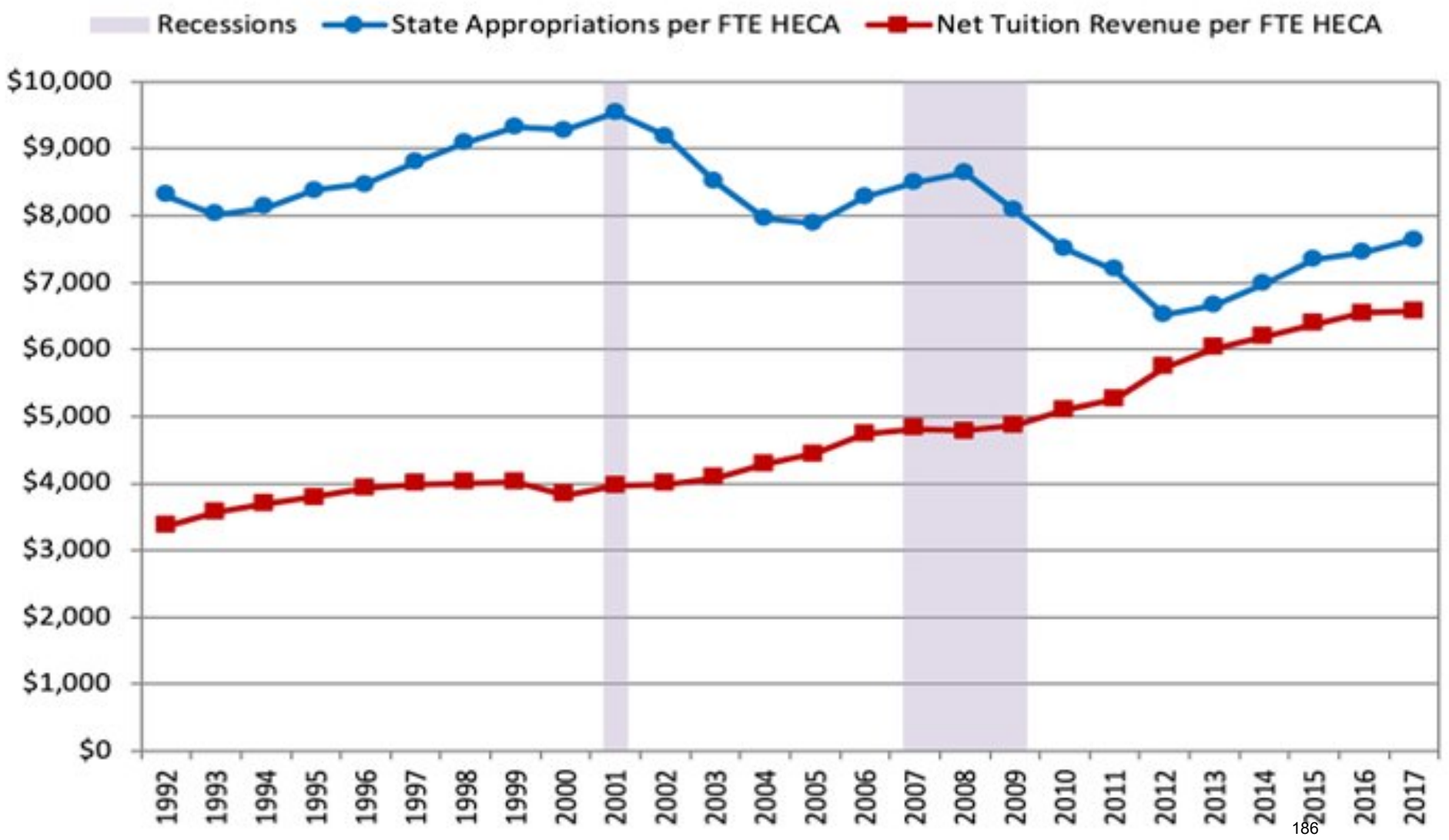
- The College Board
- National Center for Education Statistics

AVERAGE EDUCATION COSTS 1971–2019 IN 2018 DOLLARS

Since 1971, higher education costs have increased 145%.



Cuts in State Appropriations are Offset by Rise in Public College Tuition and Fees, 1992-2017



The Affordability Conundrum

What Do Students Pay For?

- Cost of Attendance (COA)
  - Tuition and Fees
  - Books and Supplies
  - Room and Board
  - Personal
  - Transportation
- Cost of Attendance:
  - Does not equal Actual Price
  - Used for financial aid budgeting

Financial Aid

How much to award?

Cost of Attendance

– Expected Family Contribution

= Financial Aid Budget

Types of Awards (used to fill the financial aid budget)

- Federal
  - Pell, Work Study, SEOG, Loans, Veterans
- State
  - Oregon Opportunity Grant, Office of Student Aid & Completion (OSAC) Scholarships
- Institutional
  - Raider Aid (tuition waiver funded)
  - SOU Foundation Scholarships

National COA Comparison 2019-20

	SOU	National Average
Tuition & Fees	$10,569	$9,970
Books & Supplies	$999	$1,250
Room & Board	$13,284	$10,800
Personal	$1,698	$2,100
Transportation	$999	$1,170
Total COA	$27,549	$25,290

Oregon COA Comparison 2019-20

	EOU	PSU	OIT	OSU	UO	SOU	WOU
Tuition & Fees	$9,084	$9,579	$9,435	$11,715	$12,720	$10,569	$9,768
Books & Supplies	$1,335	$1,263	$1,255	$1,200	$1,178	$999	$1,200
Room & Board	$9,852	$13,611	$9,579	$12,306	$12,400	$13,284	$10,389
Personal	$1,788	$1,500	$1,979	$2,142	$2,091	$1,698	$1,248
Transportation	$1,323	$1,002	$1,979	$552	$375	$999	$1,248
Total COA	$23,382	$26,955	$23,227	$27,915	$28,764	$27,549	$23,853

Assessing the Ability to Pay

Income Distribution of SOU First-year Families

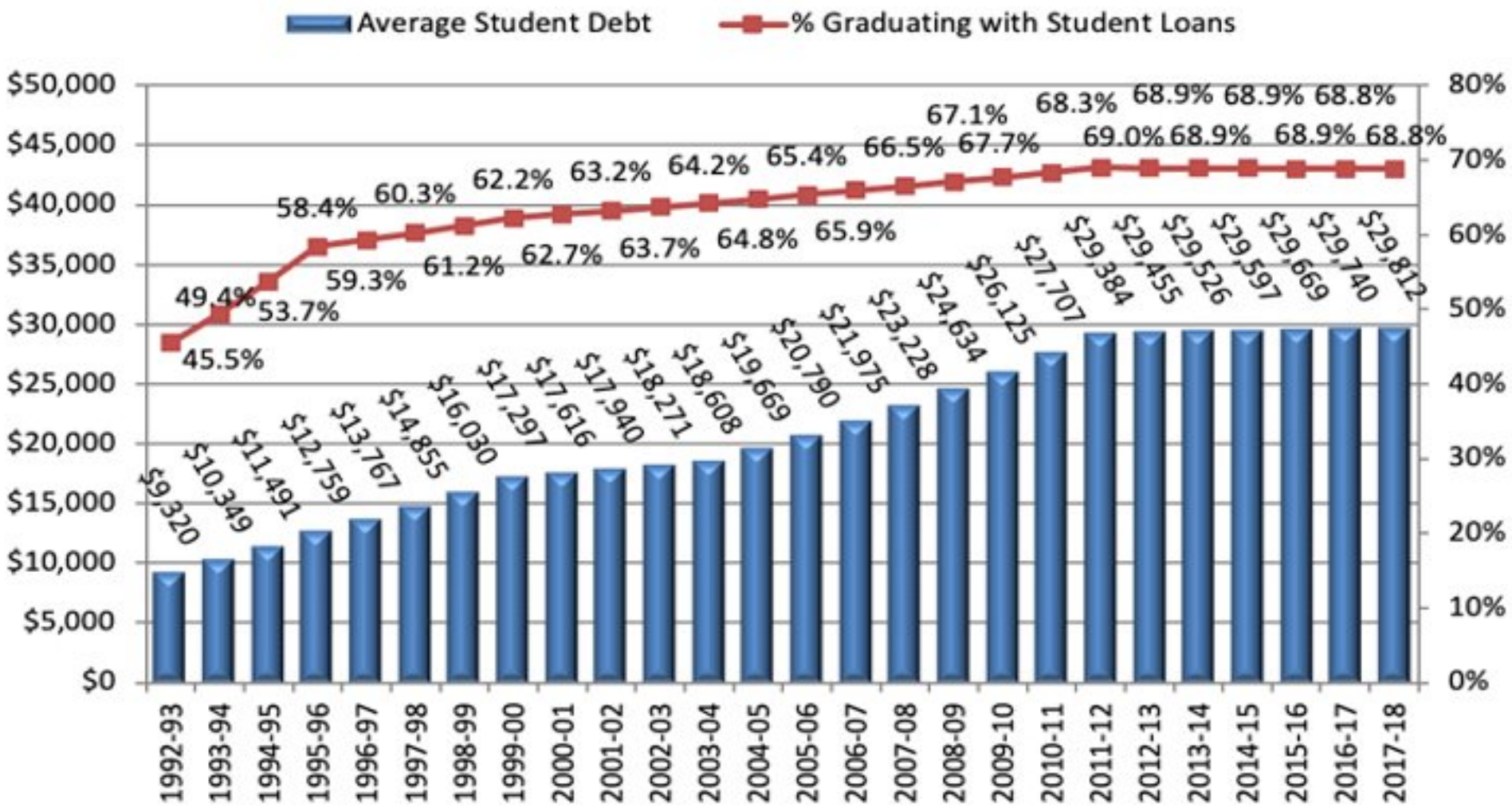
2018 **2019**

Percentages may not sum to 100 due to rounding.

RNL

Student Debt

Student Loan Debt at Graduation



Student Loans and Debt

- First year loan limit: $5,500 (D); $9,500 (I)
- Second year loan limit: $6,500 (D); $10,500 (I)
- Third year & beyond loan limit: $7,500 (D); $12,500 (I)

	Class of 2017 Avg. Debt
EOU	$31,314
PSU	$26,867
OIT	$27,300
OSU	$26,749
UO	$26,164
SOU	$23,603
WOU	$29,656

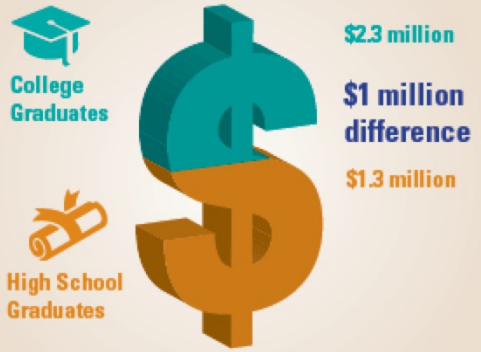
What Are We Getting In Return?

NACUBO

A College Education Provides a Lifetime of Value

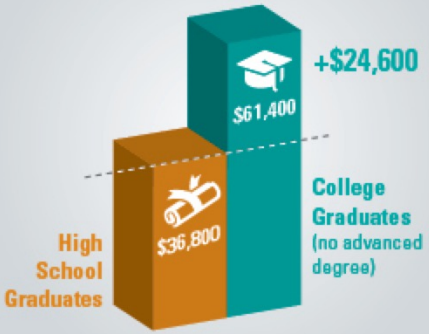
A COLLEGE EDUCATION SIGNIFICANTLY INCREASES LIFETIME PROSPERITY AND ECONOMIC SECURITY.

Lifetime Earnings



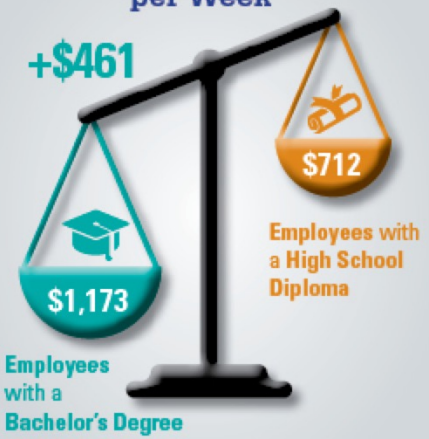
Source: Georgetown University Center on Education and the Workforce, "The College Payoff," 2011

Full-Time Median Earnings, 2015



Source: The College Board, "Education Pays 2016," 2016

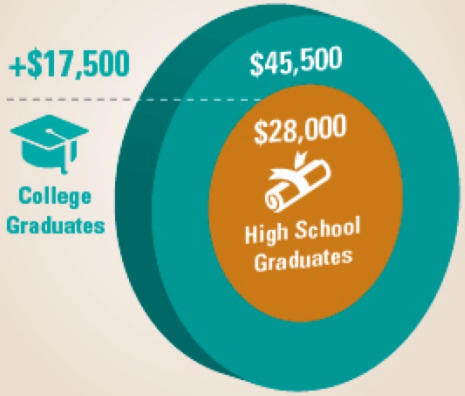
Median Earnings per Week



Source: U.S. Bureau of Labor Statistics, "Current Population Survey," 2018

Full-Time Median Earnings for Millennials, 2012

(people ages 25 to 32)



Source: Pew Research Center, "The Rising Cost of Not Going to College," 2014

NACUBO

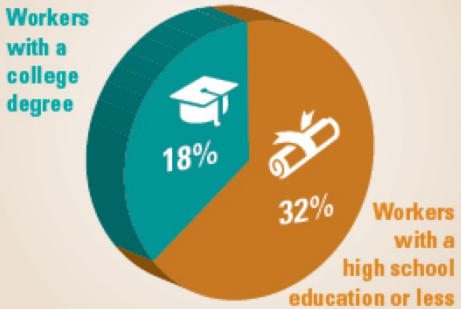
A College Education Provides a Lifetime of Value

INDIVIDUALS WITH A COLLEGE EDUCATION ARE MORE LIKELY TO HAVE HIGHER LEVELS OF RETIREMENT SECURITY.

Annual Retirement Income, 2010
(excluding Social Security)

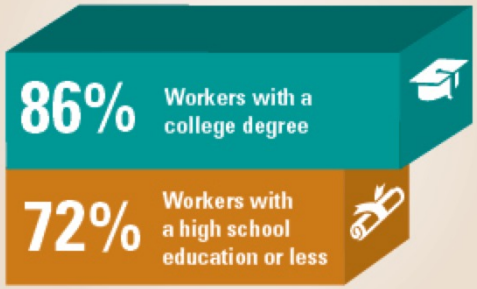
Source: National Center for Policy Analysis, "More Education, Better Retirement," 2013

No Access to Employer-Sponsored Retirement Savings Plans



Source: Transamerica Center for Retirement Studies, "18th Annual Transamerica Retirement Survey," 2017

Participation in an Employer-Sponsored Retirement Savings Plan



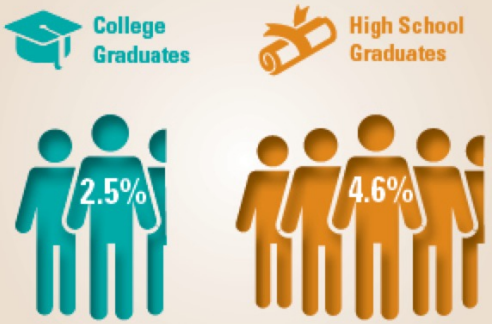
Source: Transamerica Center for Retirement Studies, "18th Annual Transamerica Retirement Survey," 2017

NACUBO

A College Education Provides a Lifetime of Value

COLLEGE-EDUCATED INDIVIDUALS ARE MUCH LESS LIKELY TO BE UNEMPLOYED.

Unemployment Rate, 2017



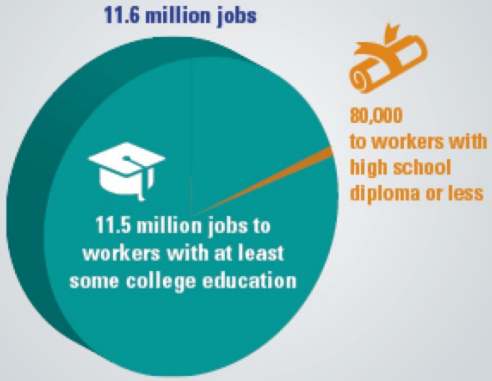
Source: U.S. Bureau of Labor Statistics, "Current Population Survey," 2018

Unemployment Rate Among Millennials, 2013

(people ages 25 to 32)

Source: Pew Research Center, "The Rising Cost of Not Going to College," 2014

Job Recovery After the Recent Recession



Source: Georgetown University Center on Education and the Workforce, "America's Divided Recovery," 2016

Employment Among Senior Citizens, 2010

(people age 65+)

College Graduates: 4.3% more likely to be employed than high school graduates

Source: National Center for Policy Analysis, "More Education, Better Retirement," 2013

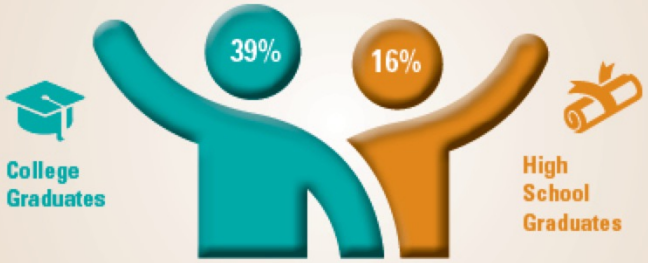
NACUBO

A College Education Provides a Lifetime of Value

JUST AS STUDENTS BENEFIT FROM A COLLEGE EDUCATION, SO DO OUR COMMUNITIES AND OUR SOCIETY.

People with a college education are significantly more likely to volunteer in their community and vote in elections.

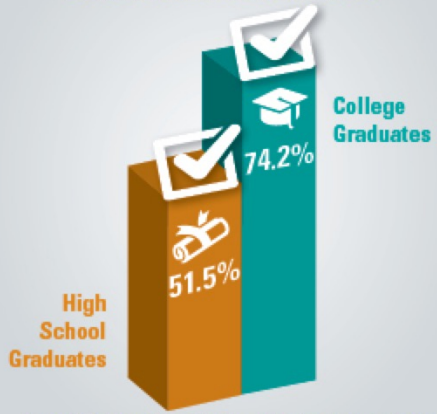
Volunteerism



Source: U.S. Bureau of Labor Statistics, "Volunteering in the United States, 2015," 2016

Voting Participation, 2016

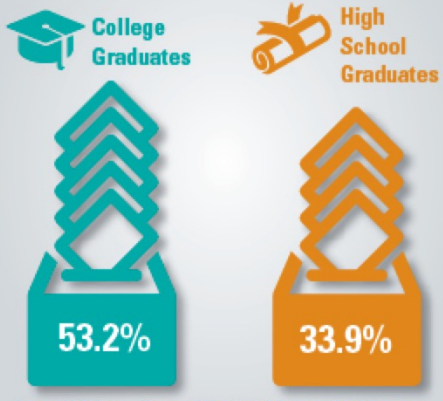
2016 Presidential Election Voters



Source: U.S. Census Bureau, "Voting and Registration in the Election of November 2016," 2017

Voting Participation, 2014

2014 Reported Voters



Source: U.S. Census Bureau, "Who Votes? Congressional Elections and the American Electorate: 1978–2014," 2015

NACUBO

A College Education Provides a Lifetime of Value

JUST AS STUDENTS BENEFIT FROM A COLLEGE EDUCATION, SO DO OUR COMMUNITIES AND OUR SOCIETY.

College-educated individuals contribute increased tax revenues to support local, state, and federal governments.

Tax Contributions Over a Lifetime, on Average

Lumina Foundation, "It's Not Just the Money," 2015

Tax Contributions Per Year, on Average

Source: The College Board, "Education Pays 2016," 2016

A college education leads to increased giving to charities.

Charitable Donations, on Average, 2012

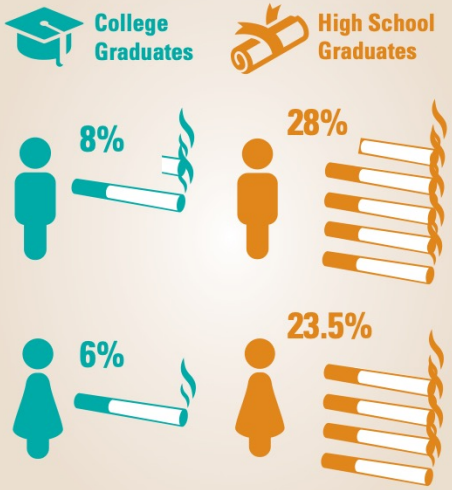
Source: Lumina Foundation, "It's Not Just the Money," 2015

NACUBO

A College Education Provides a Lifetime of Value

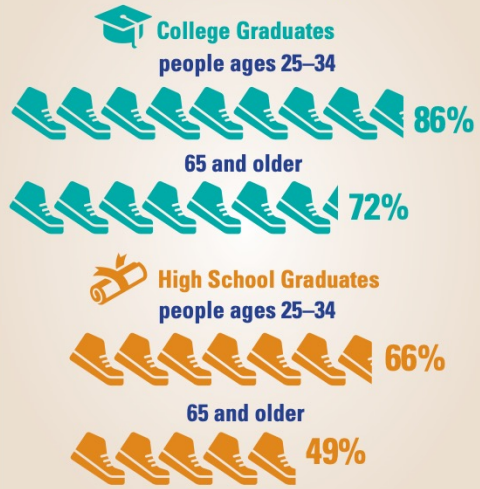
A COLLEGE EDUCATION LEADS TO HEALTHIER LIFESTYLES.

Smoking, 2014



Source: National Center for Health Statistics, "Health, United States, 2015," 2016

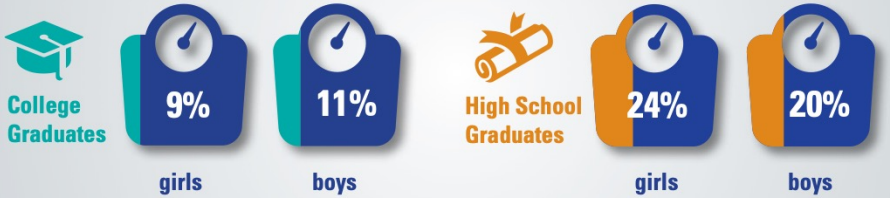
Regular Weekly Exercise, by Age Group



Source: The College Board, "Education Pays 2016," 2016

A COLLEGE EDUCATION ALTERS FUTURE GENERATIONS.

Children's Obesity Rates (ages 2–19) Based on Parents' Education, 2011–2014



Source: The College Board, "Education Pays 2016," 2016

Stop the Shift

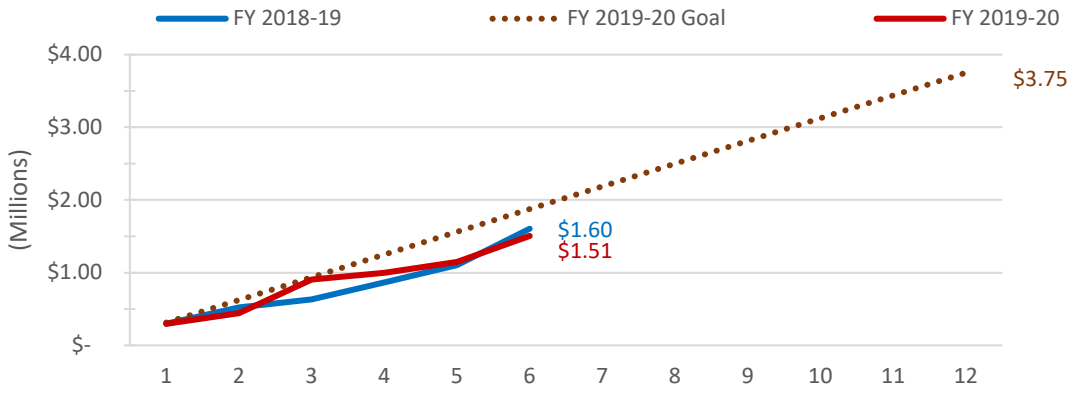
University Advancement Report

Southern Oregon University

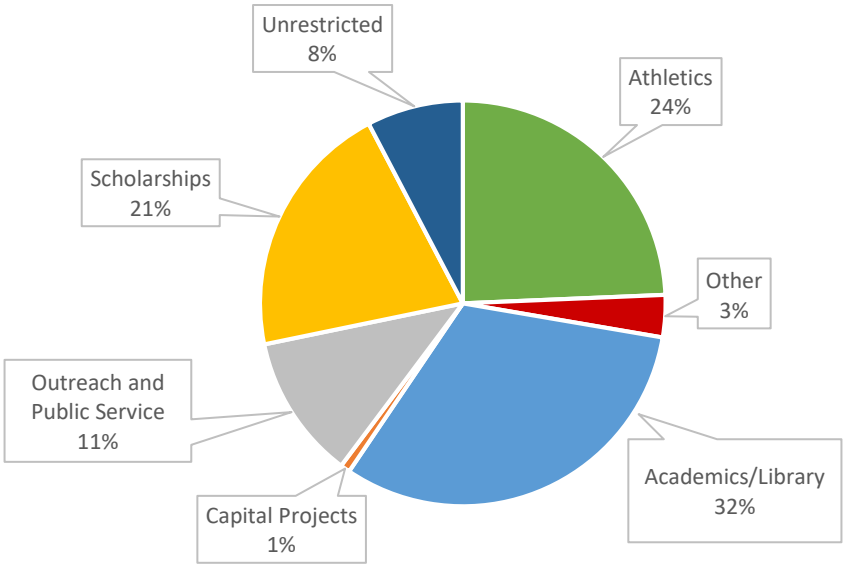
Office of Development

FY 2019-20 Fundraising Dashboard - December 2019

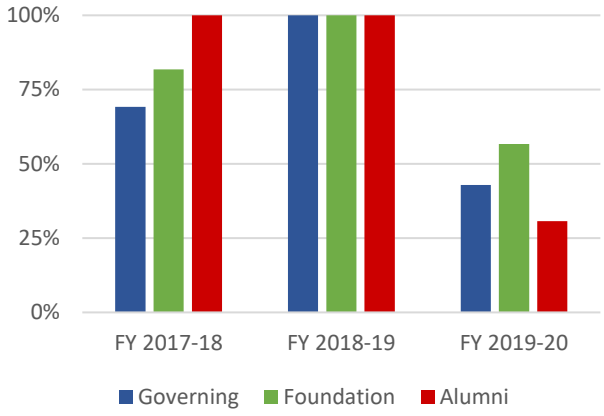
FY 2019-20 YTD Gift Revenue



FY 2019-20 YTD Gifts by Designation



Board Participation (%)



FY 2019-20 YTD Donors by Type

Alumni	256 @	$106 K
Individuals	942 @	$855 K
Businesses	71 @	$300 K
Foundations	15 @	$199 K
Other	18 @	$44 K

All data reflects contributions received through December 30, 2019.
Gift totals for all charts, except Board Participation, represent new gifts and new pledges.
Board Participation reflects new gifts, new pledges and pledge payments.

UNIVERSITY ADVANCEMENT
AT SOUTHERN OREGON UNIVERSITY

Creating awareness, engagement, and support

Southern OREGON UNIVERSITY

SOUTHERN OREGON UNIVERSITY HAS BOLD ASPIRATIONS.

ITS VISION IS TO BECOME AN INCLUSIVE, SUSTAINABLE UNIVERSITY FOR THE FUTURE THAT GUIDES ALL LEARNERS TO DEVELOP THE KNOWLEDGE, CAPACITIES, AND AUDACITY TO INNOVATE BOLDLY AND CREATE LIVES OF PURPOSE.

FOR NEARLY TWO YEARS, THE CAMPUS COMMUNITY SOUGHT TO DEFINE THE UNIVERSITY'S PATH TOWARD A SUSTAINABLE FUTURE, ONE THAT IS FINANCIALLY SECURE, ACADEMICALLY STRONG, AND REGIONALLY ENGAGED. A KEY TO MEETING THESE GOALS IS ENHANCING THE UNIVERSITY'S RELATIONSHIP WITH ITS ALUMNI AND FRIENDS.

Implementing an Advancement Model will serve SOU's various constituents – students, alumni, donors, and friends – by coordinating campus, regional, and national outreach. This coordination will celebrate and engage each constituent's unique relationship with SOU while placing these relationships within the proper context. Carefully crafted engagement opportunities and messages will leverage the strengths and expertise of marketing and communications, alumni relations, development, legislative, and admissions efforts to achieve the highest level of awareness, engagement, and support for the university in the long term.

What is University Advancement?

Advancement is a strategic, integrated method of managing relationships to increase understanding and support among an educational institution's key constituents, including alumni and friends, government policy makers, the media, members of the community, and philanthropic entities of all types.

The primary goals of an Advancement unit are to:

1. Build relationships that advance the knowledge and awareness of and affinity for the institution's mission and success of its students

2. Secure private financial support from potential donors

3. Promote and engage alumni in the life of the institution as volunteers, advocates, and supporters

4. Promote or market the institution to prospective students, their parents, and others

5. Communicate about the institution with those who have a stake in its success, including community members, business leaders, government officials, the press, and others

Characteristics of Advancement

If Advancement is the integration of resources devoted to externally focused activities, then the following are necessary to achieve success:

- A consistent focus on each stage of a constituent's life cycle—whether the constituent is an alum or legislative leader—as well as the matrix of affinities for each individual
- Ability to employ a myriad technologies – social media, custom communications, video and other media – to reach each constituent
- A seamless, collaborative network of external relations professionals across campus, including development, alumni relations, unit external relations, outreach and engagement, marketing, and strategic communications staff
- An enhanced culture of engagement and philanthropy among faculty and staff across the institution
- A unified communications strategy that uses a singular voice and yields brand clarity, including coordinated direct marketing efforts across campus
- Maintenance of a data system and structure that manages constituent relationships

Advancement in Practice

INFORM	INVOLVE	INVEST
External communications	Alumni events	Annual giving
Internal communications	University events	Major gifts
Marketing & brand promise	Advisory boards/councils	Planned giving
Digital media	Legislative network	Corporate/Foundation giving
	Stewardship program	Legislative appropriation
		Grants

Data management, Foundation investment management,
Research and prospect management,
Budget, Gift fund management

Defining the Needs of the University

The university Strategic Plan details a number of areas where an Advancement Model can benefit the institution. By coordinating and leveraging the variety of individual work that occurs across campus, we can improve and enhance our collective work. The following Strategic Directions directly address Advancement:

SD2, GOAL 3: SOU WILL ALIGN ITS INTERNAL AND EXTERNAL COMMUNICATIONS TO FOSTER GREATER COLLABORATION AND ENHANCE ITS CREDIBILITY.

> As evidenced from the PLC work conducted during summer 2019, SOU has an opportunity to elevate the messages about the institution. This is supported by the survey results from SimpsonScarborough (SS). Using data from the SS study, we have an opportunity to re-brand the institution and build credibility among the various constituent groups whose involvement and support are important to the university's future.

SD5, GOAL 1: SOU WILL DEVELOP, IMPLEMENT AND MONITOR A COMPREHENSIVE STRATEGIC ENROLLMENT MANAGEMENT PLAN.

> Nearly all of SOU's high-level external messaging is directed to current and future students, but these messages don't always resonate with key decision-makers, such as parents, donors, and alumni. In an Advancement Model, these messages would be broadened to be more inclusive while also supporting the university's new strategic enrollment management plan.

SD5, GOAL 4: SOU WILL INVEST IN OPPORTUNITIES THAT GENERATE ADDITIONAL GIFTS, GRANTS, AND SPONSORSHIPS FROM EXTERNAL SOURCES.

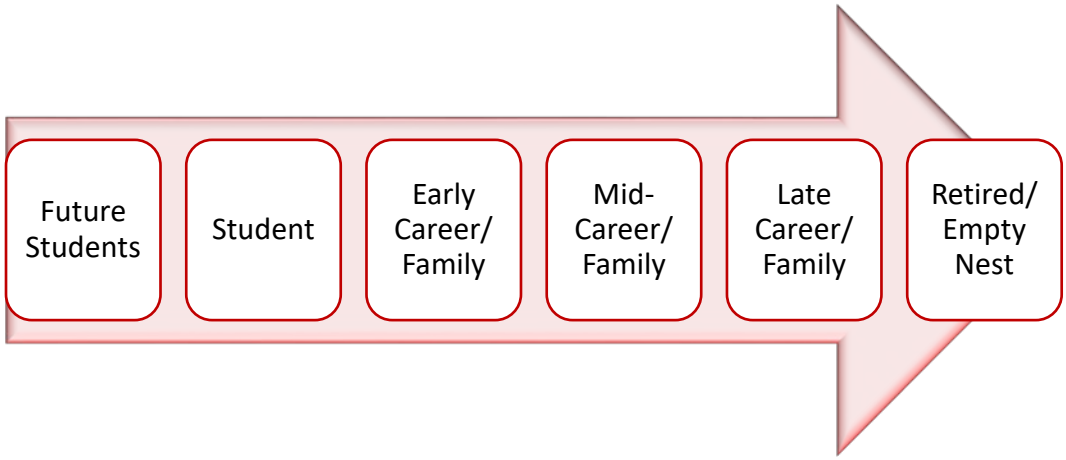
> SOU has recently added resources to increase fundraising for the campus. This investment demonstrates the university's commitment to securing external funds to ensure the university's financial security. To launch successfully the university's first comprehensive campaign, SOU must continue to expand its outreach to alumni and other philanthropic entities through coordinated communications, events, and strategic partnerships.

SD7: SOU WILL BE A CATALYST FOR ECONOMIC VITALITY, CIVIC ENGAGEMENT AND CULTURAL ENRICHMENT THROUGH ONGOING COLLABORATIONS WITH LOCAL, STATE, NATIONAL AND GLOBAL PARTNERS.

Building relationships with all of SOU's important strategic partners (business, alumni, donors, and legislators) is critical for the long-term health of the university. Advancement necessitates collaboration across audiences.

The Life Cycle of a Constituent

An important feature of Advancement is evolving the university's relationship with each of its constituents. The most effective engagement occurs through targeted, personalized communications and activities that are meaningful and valuable to the individual and the university. As such, developing unique relationships begins by structuring and implementing programs/activities that recognize and react to the preferences of each constituent, whether they are parents, prospective students, or legislators.



To achieve success, SOU will need to connect the work of alumni relations, development, marketing and communications, admissions, and external relations professionals working together toward well-defined, strategic objectives. In addition, it requires that those charged with building constituent relationships also create a comprehensive university-wide network of faculty and staff who provide service, support, and consistently high levels of service to all of our constituents.

SOUTHERN OREGON UNIVERSITY HAS MOMENTUM.

TO CAPITALIZE ON THE OPPORTUNITY TO CREATE A COHESIVE AND COLLABORATIVE PLAN TO MEET THE UNIVERSITY'S EVOLVING NEEDS, WE ENVISION THE FOLLOWING FOCUS AREAS AS INTEGRAL TO ADVANCING OUR STRATEGIC VISION.

Programmatic Focus Areas

Communications Strategy to Advance and Promote SOU and its Impact
A re-imagined communications strategy must be developed that exhibits a stronger singular voice to share the Southern Oregon University institutional story, including alumni engagement and philanthropic impact messages, with more constituents regardless of alumni status. SOU strategic communications priorities should also be shared in targeted, highly coordinated, and timely messages to alumni and friends through program and divisional strategies.

Student Awareness and Education
Development of enthusiastic alumni is directly correlated with the quality of the student experience. While students are on campus, the university has the opportunity to capitalize on the qualities that create an engaged and loyal alumnus/ alumna – high-quality academic programs; personal relationships with other students, faculty, and staff; value beyond the classroom experience; career and professional life preparedness; traditions; and campus life.

Alumni Career Expertise
Alumni contribute to the academic mission of the university and can aid the career success of SOU students and their fellow alumni by sharing their career experiences. In doing so, the individual alum is afforded the opportunity to meaningfully interact with SOU faculty and students by participating in classes, providing real-world experiences or case studies, supporting internship and mentoring initiatives, and expanding the impact of SOU.

Enhanced Alumni and Donor Engagement

To complement the life cycle approach, SOU will need to build a robust regional engagement program. While a significant number of SOU alumni live in the Rogue Valley, there are large pockets of alumni along the western United States, and SOU must maintain a consistent presence to develop and expand relationships with these alumni and friends. Alumni can assist in student recruiting/admissions activities and can offer early-career support for young alumni. Alumni have the greatest potential to become philanthropic supporters during their lifetimes.

Athletic Activity Engagement

Although the need exists to better coordinate all external relations activities, there is a powerful opportunity to enhance integration with the Department of Intercollegiate Athletics. Events and communications materials can be coordinated to benefit the entire campus rather than only the athletic booster, and athletic information can be shared more broadly with all university friends.

Corporate Engagement

A collaborative model of engagement also aligns with a university corporate relations component that coordinates the multitude of campus touchpoints with key corporate partners. By adding a corporate relations component to Advancement, SOU can coordinate its approaches to the regional and state business communities, recognizing their value and connection to the university while streamlining the numerous philanthropic approaches that currently occur.

Legislative Advocacy

To amplify the university's message, we can harness the voices of 30,000 alumni through a structure that informs and mobilizes alumni to serve as advocates for the university within their organizations and with key external audiences (e.g. media, government, industry/educational organizations). Related, there are opportunities to enhance SOU's existing statewide outreach, providing in-state alumni another engagement opportunity through the creation of an Alumni Advocates Program.

University Recognition and Events

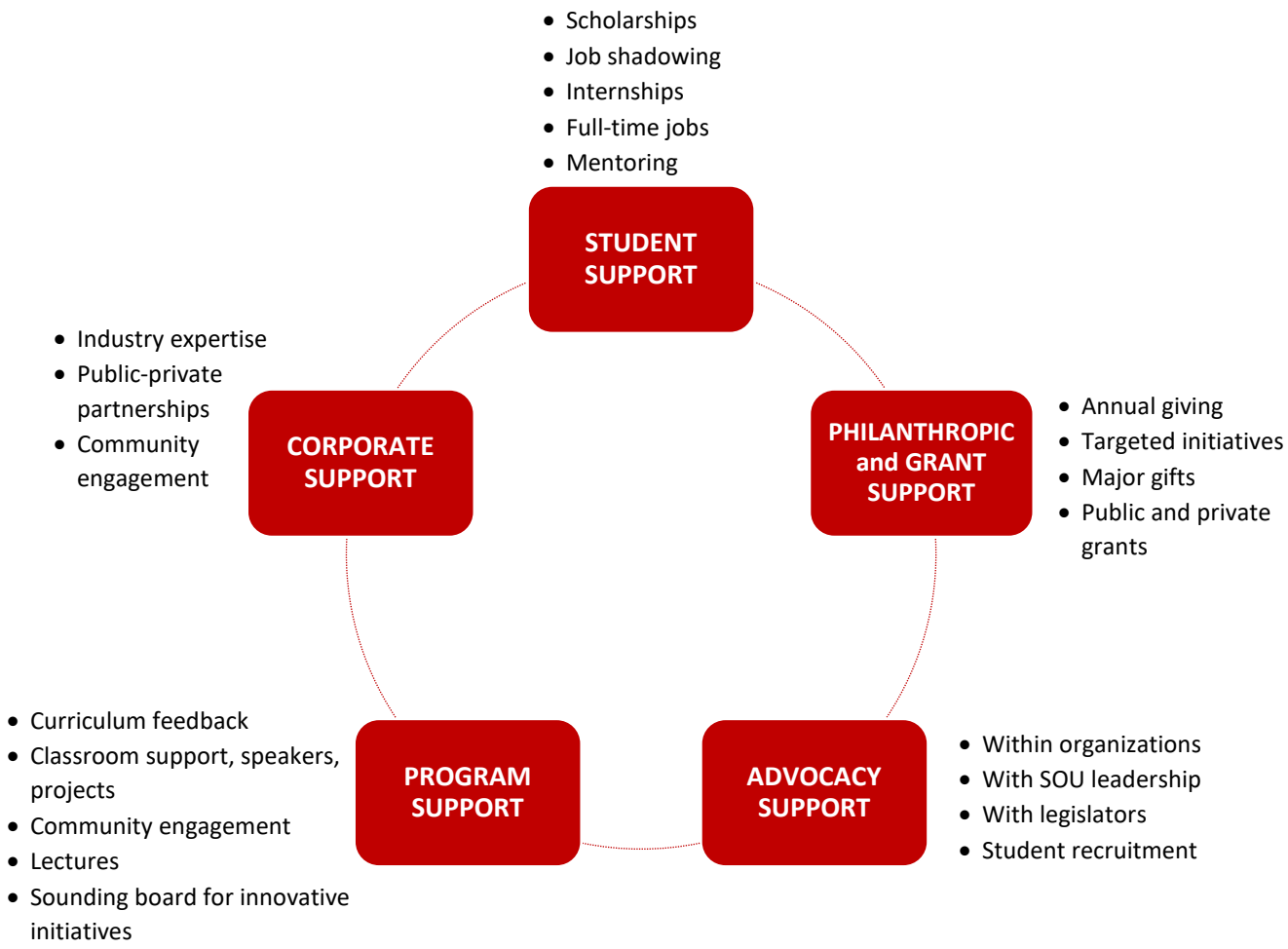
University recognition is a valuable tool in relationship-building. To be as success as possible, SOU can and should align all university and program events that have the highest potential to advance key relationships. Honoring public service, alumni achievements, and others (such as the Arts Medallion) should be coordinated to maximize potential engagement opportunities and create consistency across campus and leverage activity for the greater good.

Grants and Sponsored Programs

Coordinating the university's approaches to private as well as public granting organizations will be critical to raise significant funds during a campaign. With a relatively small portfolio of faculty members seeking external funding, opportunity exists to leverage the grant-writing capabilities of the Grants Office to increase revenue for university priorities.

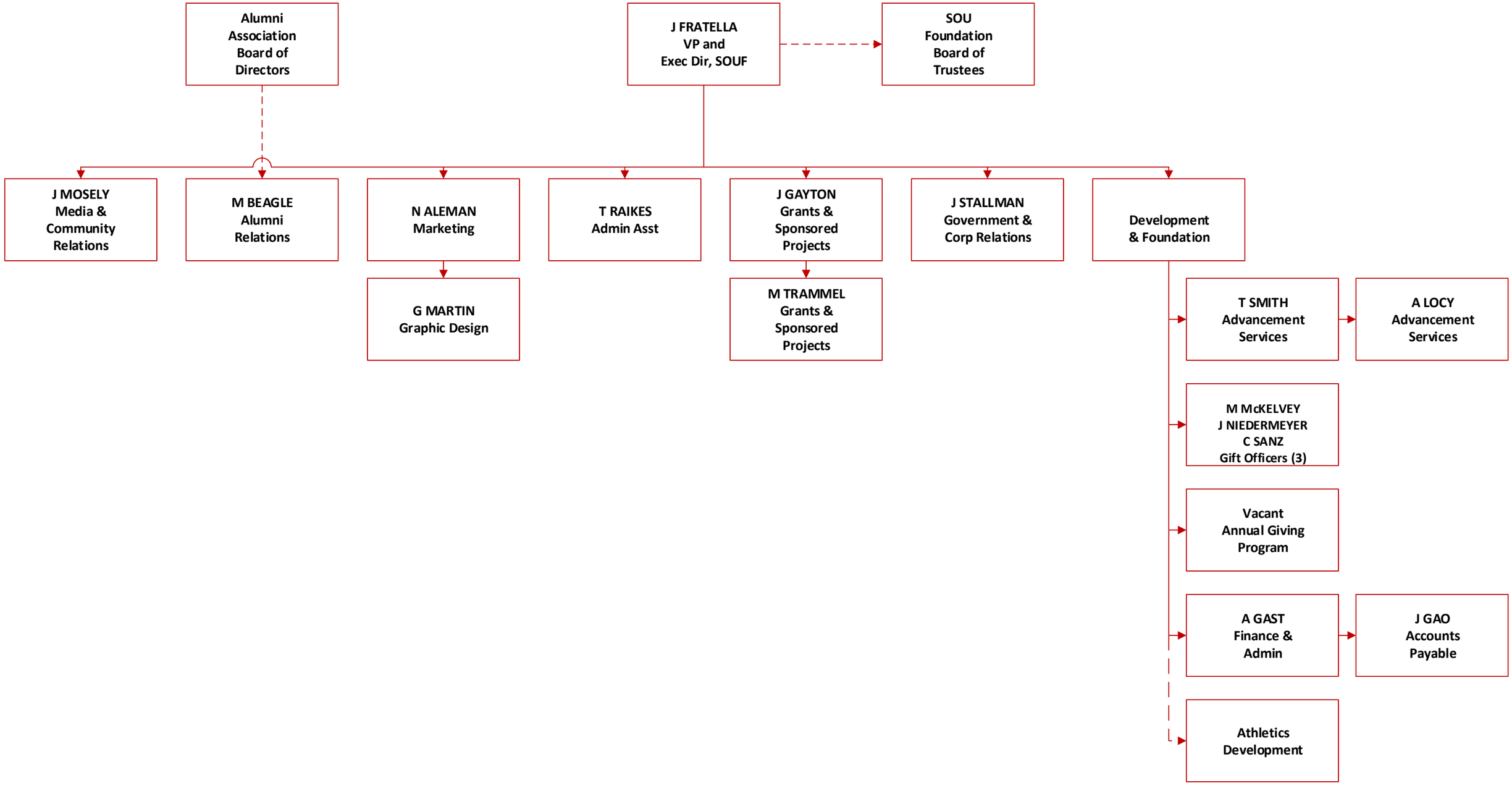
Benefits of Enhanced Engagement

By focusing on enhancing engagement and building relationships with all of its core constituents, SOU will see increased involvement with its partners.



12

UNIVERSITY ADVANCEMENT
2020



FOR MORE INFORMATION

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Southern OREGON UNIVERSITY

Future Meetings

Adjournment